

Holt CP School Self-evaluation

Sept 2023

The context of the school

NOR – 190 Boys 54% Girls 46%, Pupil Premium = 32% , SEN = 20%, EHCP = 3.2% EAL = 6%

Due to the expansion of Holt (600+ currently being built) A new school is due to be built in approx 2-3 years. 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 national 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. [Updated Presentation policy \(Jan 22\)](#) and [Teaching and Learning policy \(Jul 23\)](#), [Governor visits to look at presentation \(Sept 19\)](#)

Improve pupils' attainment in reading. [Targeted 1-1 reading \(Sept 19\)](#), [Catch-up Literacy \(Sept 19\)](#) [More Able Reading group \(Sept 19\)](#), [New Phonics/reading scheme introduced across the school \(July 22\)](#)

Clear plans to support the progress of the most able disadvantaged pupils. [1-1 tuition in reading and maths \(Sept 18\)](#), [More able Maths and Reading groups \(Sept 19\)](#), [Pupil Premium mentors \(Sept 19\)](#) **Action : restart PP Mentors**

Governing body is clear on the key priorities of the school. [Skills Audit completed \(Mar 22\)](#), [Clearer Action plan introduced \(Jan 22\)](#) , [Each governor is given a subject to monitor \(Jan 22\)](#), [Regular meetings between subject leaders and governor introduced \(Apr 22\)](#), [Subject leaders invited to governor meetings \(May 22\)](#)

School SEF judgement – Good

SEND Audit – Effective

Current LA Category (Oct 22) – B

IDSR Areas of Interest

Y1 Phonics Screening – percentage meeting expected standard in Jun 2022 was significantly below national ave.

KS1 Writing – percentage meeting expected standard in May 2022 was significantly below national average.

Absence in 2021-22 (8.9%) and Persistent Absence were significantly higher than national average

Arts Mark Silver Award (Jul 23) , Music Mark 2023-24 International Schools Award (Sept 19) **Action :reapply Sept 23**

Gold Award - School Games Mark, Runner up – Norfolk Sports school of the Year (2017)

Guardian Newspaper Young Critic School of the year (2017)

Effectiveness of Leadership and management

The HT has completed The Headteacher Support Programme and System Leadership training
 The Headteacher has joined a group of local Headteachers (Cromer Ridge Hub) to provide support and Challenge.
 The Headteacher has joined a Primary Support Group and meet monthly with other heads (Sept21)
 The school is also part of a group of 4 schools who share good practice and carry out joint training and moderate standards.

The SLT comprises HT, KS1 leader, KS2 leader, SENCO and Office Manager.
 Ofsted Jun 18 'leadership team have an accurate view of the school's strengths and priorities'

Every curriculum subject has a Subject leader.
 All subject leaders attended Subject Leaders Network briefings each term last year
 Improvement partners has worked with Maths, English, Science and RE subject Leaders
 Each subject leader works with a governor and they have completed a Subject statement with Action Plan (Apr22)
 Subject leaders and subject governors report back to governors 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."
 Governors visit the school and undertake learning walks, meet children, teachers and subject leaders.
 Parent questionnaire – The school is well managed - 96% agree

Pupil premium – See Pupil Premium Strategy Statement

Key challenges include: PP children start school with weaker Social/emotional skills, Literacy skills, Speech + Language skills and limited experience of world outside Holt.

High proportion of PP on SEND register (29%). PP ch have lower attendance rate,
 PATHs has been introduced across the school, Increased contact with Preschool with emphasis on Early Literacy skills (Sept 21), daily 1-1 reading for PP children (Sept 21), HLTA to improve phonic skills in KS1 (Sept 21), 1-1 tuition for children in KS2 in reading and maths (Sept 21), nurture group (Mar 22), ELSA groups, Literacy catch up intervention KS2, More able PP Maths groups (Feb22), HLTA to lead Speech and Language intervention in KS1 (Sept 23), Attendance lead to work closely with Attendance office and attend Network training, Member of staff to contact PP children on first day of absence, Application for Arts mark completed May 23.

Gaps have closed rapidly since 2018.

July 2022 – KS2 Maths PP gap = 0, KS2 Read PP gap = -13, KS2 Writing PP Gap = -10

SATs 2023 – KS2 R+W+M PP gap = -8%.

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, runners up in Norfolk Sports School of the Year (2017).

The school usually provides a wide range of sports clubs - Y3/4 multi sports, Y5/6 multi sports football, badminton, running,

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

The Curriculum

Each subject has a teacher and a governor who are responsible for that subject. They work together to complete a Subject Curriculum Statement and an Action Plan. Each Subject leader also attends Subject Network meetings and leads a staff meeting each term. These staff meetings are used for staff training, book scrutinies, give feedback from pupil interviews and subject discussions. The governors then give feedback to all governors on developments in each subject and each subject leader is also invited to attend a governor meeting each year.

A review of the curriculum was completed (Sept 20-21) and Curriculum and Assessment policies updated. We have revised our topic based curriculum to ensure that the curriculum covers the key learning objectives in every subject evenly and build on previous learning. We used the National Curriculum to create a Threads of Learning document in each subject. These were then used to ensure that all learning objectives were covered in each topic across both key stages. The curriculum has been sorted into blocks of work based on themes. The topics have been selected to follow

a two year cycle in KS2 and a three year cycle in KS1. This allows for joint planning between teachers and the sharing of resources and trips. Our topics allow for subjects to be linked and also give context to the key skills which the children are learning. Topics are usually based in History, Geography, Science, Art or RE. Wherever possible English and Maths are embedded in these topics. Music, PE, Computing, RSHE and Ancient and Modern Foreign Languages are usually covered in separate weekly lessons. Medium term planning and assessments in all subjects are shared online and standards are recorded on Pupil asset.

Summary of each subject – See Curriculum Statement for each subject for more detail

English: The subject leader attends the English Subject Leader briefings and has worked with the Improvement Partner in past.

We have purchased new Reading Scheme books to compliment the Twinkl Phonics scheme which we have just Introduced across the school (Sept 22). Whole staff have completed training in Dec22 and Jan23.

Reception staff have completed NELI training (Apr 22)

TA's have completed Literacy Catch up training and Literacy Catch up intervention is used in KS2.

TA's and volunteers are used to complete targeted daily 1-1 reading in each class.

We have attended Shakespeare in the woods, Performance Poetry Slam competitions, trips to shows in London and visited the cinema and theatre in Norwich. We have a film club and join in World Book Day each year.

Action: Embed Twinkl phonics (Jan23). – Whole staff training completed Dec 22 and Jan 23

Action Restock the Library (Jun 23) – Link with Gresham's (Jun 23)

Maths: The subject leader attends Subject Leader briefings and has worked with the Improvement Partner in past. We follow the White Rose scheme of learning and each class have a daily maths lesson.

Action : Embed White Rose Scheme of work (Dec 22), Introduce WR workbooks in Y4 (Dec 22) –Commenced Sept 22

Almost all teachers have received IMP/OMP training, Whole staff have completed numicon training.

Each class completes a written calculation exercise weekly in KS2 **Action : Rewrite calculation policy (Dec 23)**

Plus 1 and Power of 2 intervention introduced in KS2 (Sept 21)

Sumdog is used widely across the school. We take part in county and national competitions.

Action: Reintroduce maths cafes (Jul 23).

Science: The subject leader attends Subject Leader briefings and has worked with the Improvement Partner in past.

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

Each year we hold British science week, Science bus, Norfolk Rivers Trust project.

Visitors include Vet, RSPCA, Palaeontologist, fossil expert.

Trips to Gresham's STEAM project, Park farm, Holt Country Park. Also use our own Wildlife area and garden.

Action : Ensure a wide range of Scientists are studied each year (Dec 22) – Staff meeting Oct 22

History: Each class has two big history topics each year. We use artefacts in the classrooms and hire Roman, Viking, Stone Age actors to come into the school. We also visit museums, Norwich Castle and historic sites allowing links to local history.

We commemorate Remembrance day, black history month and other events.

Action : complete training units to support teaching of history in KS1 (Sept 22) – Completed Sept 22

Apply to begin process of becoming a Heritage School (Dec 22) – Completed (Dec 22)/ Training completed Jan 23

Geography: Each class has a geography topic each year but geography is also integrated into other topics when appropriate so that skills can be revisited.

We undertake fieldwork as part of local area studies, rivers and coastal work including : River Glaven, Wells-next-the sea, Cromer, Spout Hills, Holt Country Park, Kelling Heath, Norfolk Rivers Trust and Holt town.

Each year each class participates in World Orienteering Day, Woodland Trust and Multicultural days.

Action : National fieldwork week (Jun 23)

Music

We have whole class ukulele, drumming (2021), violin (2022), recorder (2023) lessons.

Music is taught using Charanga scheme of work

Musicians regularly perform to the whole school each term - violin, piano, Holt Community choir.

Participated in a virtual drumming performance (2021) and joined in the Elephant in the Castle performance online

Wide range of musicians lead workshops on Make Music day and Multicultural day.

We have a popular Sing up choir who have performed in the local community. **(Action restart Sept 23)**

Art

Arts Mark Gold Award (Sept 17) **Action: Achieve Gold Standard again (July 23)** – Submitted (May 23)

We have regular artist visit the school / Painted Mural with children / Glass workshops.

We have been part of many large Arts projects – Go Go dinosaur (June 22), Holt Owl project, Love Holt Project,

Budgens mural (Apr 2022), fairy door trail (May 2022). **Action : Holt Festival Art day (Jun 23)**

Local competitions include Study lodge, Cromer Art Exhibition (May 23)

Action: Audit clay room and start Art and Clay clubs (Sept 22) – Kiln repaired Mar 23 – KS1 club/ KS2 Clay club

Ensure artists studied are diverse – Staff meeting (Sept 22)

Design and Technology

Objectives are taught explicitly in DT lessons involving a wide range of materials including wood, paper, fabric, food, moving parts, construction kits. Sketchbooks and displays show work completed.

We are involved with larger projects such as STEAM events at Gresham's.

Action: Train staff on use of Crumble kits and computer aided design – Purchased May 22, Staff meeting Oct 22

Action : Purchase additional construction kits for KS1 (July 23)

Action : Start DT club – Commenced Jan 23

Modern Foreign Language – We teach French in KS2 using Twinkl resources and teach language linked to topics in KS1 (e.g. Spanish in the Mexico topic).

International Schools Award (Sept 2019) Action: reapply (Sept 23)

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 (July 23)

Computing: Coding is delivered using Discovery /Espresso coding. Google workspace 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 (Feb 23).

Action: Purchase a set of Crumble Microcomputers to support the teaching of coding. - Completed

RE: subject leader attends Subject Leader briefings and has worked with the Improvement Partner last year. R.E 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(May 23)

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

PSHE: Each class has dedicated Relationships, Sex, Health Education (RSHE) lesson once a week delivered by the class teacher or HLTA. The curriculum follows the Education Solutions SRE Solution Resource and PSHE Association planning tools and resources. A HLTA attended training on the Educator Solution SRE curriculum (2021)

The school follows the PATHs curriculum and has one lesson a week delivered by the class teacher. There is also a PSHE assembly once a week delivered to the whole school.

Regular input from outside agencies including Crucial Crew, Road Safety, CEOP, Stranger Danger, RNLI, Matthews project - drug education, NSPCC.

We have an active School Council. Whole school fundraising (We raised money for 5 charities in 2019/20)

Santander money wise workshops

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)

Education Challenge Partner “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 clubs which have included: Gardening, Den building, Spanish, Origami, History, Film, Science, Cooking, Art, Clay, DT,Choir, Writing, Story club, Craft.

Each class invites parents to a Class Assembly/ performance/museum at least once a term, Prayer Space, multicultural week, poetry recitals, choir and coffee mornings.

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

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

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

Outcomes for pupils

Standards

Key stage 2 – Broadly National Ave – internal test results (mock Sats) in 2020 and 2021 show that the school has maintained this standard during the pandemic and 2022 and 2023 results remain in line with National Ave.

Key stage 1 results are slightly below National Ave but improved in July 23.

Year 1 Phonic Screening Check have improved rapidly in July 23.

Key Stage 2 – SATs Results (Teacher Assessment used in 2020 and 2021)	Holt CP 2019	Holt CP 2020 TA	Holt CP 2021 TA	Holt CP 2022	Holt CP 2023	National 2022
Maths + Read + Write % EXP+	69%	71%	68%	61%	68%	59%
Maths + Read + Write % High	8%		4%	7%	0%	7%
Reading % EXP+	77%	79%	79%	82%	76%	74%
Reading % Higher	19%	21%	21%	21%	24%	28%
Reading Scaled Score	103	103	102.6	103.1	105	105
Writing % EXP+	77%	75%	75%	72%	68%	69%
Writing % GD	12%	4%	11%	8%	4%	13%
Maths % EXP+	96%	82%	75%	69%	68%	71%
Maths % Higher	23%	18%	14%	17%	12%	22%
Maths Scaled Score	106	103	101.4	102.4	102	104
Grammar, Punct + Spell % EXP+	85%			45%	60%	72%
Grammar, Punct + Spell % High	19%			14%	8%	28%
Grammar, Punct + Spell % SS	104			100.3	100.5	105

Key Stage 2 – Progress (Pupil Asset VA used 2020-22)	Holt CP 2019	Holt CP Mar 20 VA	Holt CP Jul 21 VA	Holt CP 2022	Holt CP Jul 23 VA
Reading Progress	-0.4	100.3	100.2	-0.2	100.7
Writing Progress	-1.0	100.1	100.1	-0.1	100.2
Maths progress	+1.3	100.7	100.1	-0.66	100.3
All subjects - Ave Progress	0	100.4	100.1	-0.3	100.4

Key Stage 1 – Standards	Holt CP 2019	Holt CP 2022	Holt CP 2023	Nat Ave 2022
Reading % EXP+	74%	60%	62%	67%
Reading % GD	17%	8%	7%	18%
Writing % EXP+	57%	36%	52%	58%
Writing % GD	0%	0%	7%	8%
Maths % EXP+	70%	64%	72%	68%
Maths % GD	13%	4%	3%	15%

Year 1	Holt CP 2018	Holt CP 2019	Holt CP 2022	Holt CP 2023	Nat Ave 2022
Phonics screening	95%	77%	48%	71%	70%

Year 2	
Phonic Screening Recheck	9/16

Foundation Stage	Holt CP 2018	Holt CP 2019	Holt CP 2022	Holt CP 2023	Nat Ave 2022
EYFS GLD	75%	67%	50%	61%	65%

Year 6 Sats (July23) Standards by groups - % at each level

Girls performed better than boys, PP closed the gap with Non PP, Mid Attainers performed well but a low number of Boys and PP achieved Greater Depth.

KS2 Standards	All	Boys	Girls	PP	EAL	High	Mid	Low
Maths Exp+	68%	56%	89%	60%	50%		92%	45%
Maths GD	12%	6%	22%	0%	50%		17%	9%
Reading Exp+	76%	69%	89%	70%	50%		100%	55%
Reading GD	24%	31%	11%	10%	50%		25%	18%
Writing Exp+	68%	56%	89%	60%	50%		92%	45%
Writing GD	4%	0%	11%	0%	0%		8%	0%
R+W+M EXP+	68%	56%	89%	60%	50%		92%	45%
R+W+M GD	0%	0%	0%	0%	0%		0%	0%

Year 6 (2023) Predictions based on End of Year 5 Scaled Scores

Maths = EXP+ =73%

Read = EXP+ = 73%

Write = EXP+ = 65%

Maths+ Reading+ writing =62%

Action: 1-1 tuition Maths+ Reading, More able Maths groups, Mock assessments every half term, Holiday writing school.

KS1 (2023) Predictions - to be updated Oct 23

Maths Exp+ (Nat 68%)

Reading Exp+ (Nat 67%)

Writing Exp+ (Nat 58%)

Y1 Phonics Screening Predictions = % - to be updated Oct 23

Action :Introduce Twinkl Phonics (Commenced Sept 22) Use HLTA as specialist teacher of phonics (Sept 23)

Current Standards Sept 23

Standards -	Maths (NFER/SATs/TA)	Reading (NFER /SATs/ TA)	Writing (TA)
Year 6	100.8 (NFER)	101 (NFER)	4 Emb+
Year 5	101.2 (NFER)	100.4 (NFER)	4 Beg+
Year 4	97.1 (NFER)	97.3(NFER)	3 Beg
Year 3			
Year 2			
Year 1			

Sept 23	Standards in each class - (NFER Jul 23)				
	Below	Just Below	Expected	Just Above	Above
Y6 Maths	1	11	8	3	3
Y6 Read	3	12	4	4	3
Y6 Write	6	7	5	6	0
Y5 Maths	3	5	11	5	2
Y5 Read	6	4	8	6	2
Y5 Write	3	0	17	6	0
Y4 Maths	5	6	12	2	2
Y4 Read	7	7	6	5	2
Y4 Write	4	2	18	2	0
Y3 Maths	3	6	20	0	1
Y3 Read	0	7	18	3	2
Y3 Write	5	10	13	0	2
Y2 Maths	4	2	6	7	3
Y2 Read	0	7	5	12	0
Y2 Write	6	3	9	4	0
Y1 Maths					
Y1 Read					
Y1 Write					

Action : Literacy Catch up intervention groups in Y3, 4,5,6. Phonic intervention Y1,2,3,4. Write from the start intervention groups. Guided reading groups, Daily 1-1 targetted reading.

Plus1/ Power of 2 intervention. Numicon intervention

Nurture group, Elsa intervention

Current Standards in KS2 (Y3-6) by groups (July 23 - Average NFER scaled scores)
Girls perform better than boys, EAL performed well and PP continue to close the gap.

KS2 Standards	All	Boys	Girls	PP	EAL
Maths	99.7	99.3	100.1	98.4	104.3
Reading	99.6	97.7	101.7	95.9	101.3
Writing (terms+/-)	-1.0	-1.4	-0.5	-1.0	-1.0

Standards across the curriculum Jul 23

Y1-Y6	Below	Expected	Above
Science	18%	59%	23%
Computing	11%	69%	20%
P.E	5%	70%	25%
Geography	16%	66%	18%
History	15%	56%	28%
R.E	15%	79%	7%
Music	13%	76%	11%
Art	14%	58%	28%
DT	9%	61%	31%
MFL	8%	91%	1%

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
 Subject leaders report on progress in their subject to governors

Closing the gap - Pupil Premium/Non Pupil Premium - Gaps at KS2 have closed rapidly in the last 5 years.
Gaps tend to be Extremely large at EYFS/ KS1 and reduce as they progress through the school.

PP Gaps	2017	2018	2019	2020TA	2021TA	2022	2023
EYFS	-47	+28	-42			0	-27
Year 1 Phonics	-3		-1			+2	-4
KS1 Reading Exp+	-78	-25	-21			-35	-17
KS1 Writing Exp+	-70	-20	-41			-23	-25
KS1 Maths Exp+	-77	-13	-36			-26	-18
KS2 Maths Exp+	-13	-35	+14	-11	-15	0	-8
KS2 Reading Exp+	-34	-46	-15	-15	-15	-10	-6
KS2 Writing Exp+	-41	-35	-33	-15	-15	-10	-8

Whole school PD day on Barriers to learning / PP Self evaluation and Action Plan
 Embed PATHS, Introduction of ELSA, Catch Up intervention, 1-1 reading with targeted children,
 1-1 tuition in Reading and Maths
 Pupil Premium Plan – PP ch usually make good Value Added / greater progress each year.

Value Added

Year 6 progress in KS2 using SATs results – Broadly National Average in progress in Maths, Reading and Writing

Progress	2018 Progress	2019 Progress	2020 (pupil Asset)	2021 (pupil Asset)	2022 Progress	2023 (pupil Asset)
Maths	-0.3	+1.3	+0.7	+0.2	-0.66	+0.3
Reading	-1.3	-0.4	+0.1	+0.1	-0.2	+0.7
Writing	+0.9	-0.9	+0.3	+0.1	-0.1	+0.2
All subjects	-0.2	0	+0.4	+0.1	-0.3	+0.3

Last Year 6 (Jul 23) progress in KS2 using SATs results and pupil asset VA.

All groups made similar progress

KS2 Prog	All	Boys	Girls	PP	EAL	SEND	High	Mid	Low
Maths	+0.3	-0.2	+1.0	0	+6.0	-1.0		-0.2	+1.0
Reading	+0.7	+1.3	0	+0.4	-0.6	0		0	+1.7
Writing	+0.2	+0.1	+0.2	+0.4	+1.0	-0.2		0	+0.4
Ave	+0.4	+0.4	+0.4	+0.3	+0.3	-0.4		0	+1.0

Current Value added in KS2 (Since KS1) – Good Progress across all subjects

VA (July 23) VA Pupil Asset	Maths	Read	Write	All
Year 6	100.3	100.7	100.2	100.4
Year 5	102.9	103.7	100.8	102.4
Year 4	103.4	103.7	101.8	103.0
Year 3	99.9	99.8	100.4	100
Key Stage 2 Ave	101.6	101.9	100.8	101.4

KS2 (Y3-6) Value Added since KS1 - July 23 (Pupil Asset) – All groups are making good Value Added

KS2 VA	All	Boys	Girls	PP	EAL	SEND
Maths	101.6	101.4	101.8	101.1	104.5	101.9
Reading	101.9	101.7	102.3	101.6	101.9	102.3
Writing	100.8	100.7	100.6	100.7	101.4	99.9
All Subjects	101.4	101.3	101.6	101.1	102.6	101.4

Action: Higher maths group SW

Current Value added in KS1 (Since Entry Year R) – Good progress

VA (July 23) VA Pupil Asset	Maths	Read	Write	All
Year 2	100.6	100.7	100.7	100.6
Year 1				
Key Stage 1 Ave				

Progress last year (Sept 22-July23)

Progress last year (July 22) Good progress in Maths and Reading but lower in writing

VA (July 23) VA Pupil Asset	Maths	Read	Write	All
Key Stage 2 Ave				
Key Stage 1 Ave				

Progress last year (July 22) – Boys made slightly better progress than Girls

Progress (Jul23)VA Pupil Asset	All	Boys	Girls	PP	SEND	EAL
Key Stage 2 Ave						
Key Stage 1 Ave						

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

Progress Last Year Scaled Score	All	Boys	Girls	PP	SEND	EAL
KS2 Maths	+5.8	+5.4	+6.3	+6.3	+6.3	
KS2 Reading	+6.0	+7.0	+4.7	+5.9	+4.7	

Action:

Continue emphasis on Early intervention in KS1- Speech and Language, Phonic intervention
1-1 teaching for 12 child in Year 6 (English + Maths) -
Continue the emphasis on writing. (writing club, writing trophy etc)
Daily 1-1 reading for lower ability / PP children.
More able Maths groups in KS2

SEND Audit Overall Evaluation : Effective

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

Actions completed following the Audit

Update Provision map, Update Equality scheme
Introduced reading age tests
Skills audit of staff, SEND – Catch up training, ELSA training IDP training
Coffee morning with parents and governors
Regular SEND learning walks –
Catch up intervention groups introduced across KS2
ELSA 1-1 sessions to be introduced
Introduced PATHs across the school
Set up Pupil focus group / learning interviews
Plus 1/ power of 2 interventions

The quality of teaching, learning and assessment

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 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.

Quality of teaching

Summary of Observations of Teaching carried out Oct 19- Oct 22

Stimulating displays and excellent working environment.

Improving presentation in Literacy 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 /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, Catch up, Phonics, Plus 1, Power of 2, Write from the start

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 **I know how to improve my work =88% (Pupil Questionnaire July 23)**

High expectation of behaviour for learning observed in all classrooms.

PATHs lessons and displays observed

Presentation in books appeared to have improved dramatically in Oct 19 but had declined during Covid-19

The majority of teaching observed was judged to be good or better (Oct 19- Oct 22)

Parent Questionnaire 2022 My Child is taught well at school 100% agree

Pupil Questionnaire July 2023 Teaching at this school is good 97% agree

Three teachers have completed the Improving Teacher Programme, One teacher completed Outstanding Teacher Programme, Five teachers have completed Improving Maths teaching Programme and Two teachers completed Outstanding Maths Programme.

Whole school training on Twinkl Phonics Scheme

Whole school Maths PD day lead by Maths Improvement partner

Whole school training on Calculations, Numicon, Grammar and spelling.

One HLTAs have completed Improving Maths Programme

Two TA's have received Catch up training – **Action Train 2 more TA's – Training booked Sept 23**

One HLTAs has received ELSA training

Two TA's have completed Level 4 (HLTA) training – **Action 2 more TA's to complete training – Booked Sept 23**

Marking policy updated 2023 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.

School Emphasis on presentation in books - Improved presentation has been moderated by HT, Govs and Cromer Ridge Heads.

The school has introduced Pupil Asset to track progress. 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/1/2/3/4 phonics groups, KS2 Catch up intervention groups, Nurture groups, , ELSA support, KS2 handwriting groups, Writing group, Plus 1/ Power of 2 groups, Y6 more able Maths group, 1-1 reading groups across the school, 1-1 tuition, holiday writing/maths school.

Personal Development, Behaviour and welfare

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 "In the classrooms the pupils all seemed thoroughly engaged in their learning and the atmosphere was calm and purposeful. The staff makes very good use of available space to create exciting, bright and positive learning environment."

Parents Questionnaire (2022) – Pupils behave well at school – 100% agree (74% agree strongly).
90 % of pupils said 'Behaviour is good in lessons' (Pupil questionnaire July 2023)

Recorded Behaviour incidents (pupil asset)

	Level 3	Level 2	Level 1	Total
2020/21	1	8	11	20
2021/22	1	25	20	46
2022/23				

Boys are responsible for the majority of 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 - [PATHs implemented successfully across the school, PATH notice board, Pupil of the Day](#)

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.

PSHE teacher holds weekly drop in session during playtime.

The school has Introduced Nurture Groups in KS2

2 members of staff are ELSA trained

[Impact : 96% of children said I am happy to come to school \(Pupil questionnaire July 2023\)](#)

[Impact :95 % of children said there is an adult I can talk to \(Pupil questionnaire July 2023\)](#)

The school has a close relationship with outside agencies – 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 :97% of pupils said that 'they feel safe at school' \(Pupil questionnaire July 2023\)](#)

All teachers have completed step up training **Action: HT to complete training Sept23**

Attendance – Has dropped sharply since Covid -19 but improved last year.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Attendance	95.4%	96.7%	95.8%	96.3%	95.1%	95.4	93.5%	90.7%	92.4%
PA	4.3%	4.2%	5.9%	6.2%	11.3%	12.3%	26%	36.8%	25%

	Autumn 20	Spring 21	Summer 21	Autumn 21	Spring 22	Summer 22
ALL	91.1%	95.6%	94.5%	92.9%	89.9%	90.2%

Attendance dropped drastically in 2021-22 due to Covid -19 and chicken pox.

1878 sessions (3% of all absence) were due to confirmed cases of Covid and 520 sessions (1%) due to chicken pox.

	Aut1 22	Aut2 22	Spr1 23	Spr2 23	Sum1 23	Sum2 23
ALL	93.5%	86.6%	93.2%	92.4%	93.3%	93.8%

Attendance has improved in most half term this year and is now close to the Nat Ave of 94%. Aut 2 was very low due to very low attendance (below 70%) for over 2 weeks due to Strep A, flu and Covid.

	All	Boys	Girls	PP	SEND	EAL
2020-21	93.5%	93.6%	93.4%	87.1%	90.2%	95.3%
2021-22	90.7%	90.1%	91.2%	87.3%	88.8%	90.9%
2022-23	92.4%	91.2%	93.6%	88.7%	88.7%	88.8%

Attendance remains the top priority:

Attendance Policy updated (Sept22) and attendance letter sent to all parents

TG attends Attendance Network and has termly meetings with the Attendance Officer.

Attendance SEF completed (Apr 23)

Daily texts messages sent to absent children with follow up phone call. Email/letter / home visit if no reply received.

Attendance report sent home each term – Attendance is currently the main focus of P/T meetings.

Weekly attendance prize, weekly class attendance prize, termly attendance family hamper prize, termly 100 % attendance tea party, 100% attendance certificates and badges.

Fast Track started with parents of 3 children (Dec 22)

Early help involved with 3 families.

Parent questionnaire – My child is happy to come to school - 100% agree (July 22)

I am Happy to come to school = 96% (Pupil questionnaire July 2023)

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. Alternate DSL attended FSP training

DSL attends DSL Network meetings.

All teachers and support staff are school level A trained. (Training log) – Sept 23

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 - Sept 22

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.

Safer Recruitment checklist is used during Recruitment. HT and a member of SMT/govs has completed Safer Recruitment training **Action : Another Gov needs to complete training**

All Staff received online Safety training and signed ICT code of conduct

Online Safety Policy (July 21), ICT code of conduct signed by staff, parents and pupils.

Norfolk online Safety Toolkit completed, 360 Safe completed

We participate in Safer Internet Day every year (Feb 23)

DSL has attended Prevent awareness training/ All staff have received Prevent training (Sept 23)

Headteacher has completed Evolve training

All staff have first aid training (2022)

Headteacher has attended all relevant Health and Safety training

Parent questionnaire – My child feels safe at school - 100% agree (July 2022)

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)

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

Early Years Provision

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 few years 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.

Impact: Standard on entry had improved but has fallen back again due to Covid-19. The areas of weakness on entry are Communication and Language, Literacy, Maths and Understanding the world.

Standard on Entry - % children working 40-60 months - Improved dramatically but has fallen back again.								% ARE	
Early learning Goal		Sept 15	Sept 16	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22
Communication + Language	Listening, Attention	53%	48%	67%	57%	71%	60%	21%	50%
	Speaking	67%	79%	71%	61%	67%	73%	17%	60%
Literacy	Comprehension							13%	60%
	Word reading	23%	23%	21%	30%	53%	46%	4%	33%
	Writing	3%	6%	8%	13%	10%	46%	0%	17%
Maths	Number	57%	68%	75%	70%	90%	73%	17%	53%
	Number Patterns							17%	53%
PSHE	Self Regulation							67%	80%
	Managing Self	80%	90%	93%	96%	100%	87%	67%	93%
	Building Relationships	70%	84%	88%	65%	81%	67%	67%	83%
Physical Development	Gross Motor Skills							75%	93%
	Fine Motor Skills							79%	53%
Understanding the World	Past and Present							13%	63%
	People, culture	57%	68%	75%	70%	90%	73%	8%	60%
	The natural World	0%	6%	0%	0%	0%	10%	8%	63%
Expressive Arts and Design	Creating with material	10%	0%	13%	13%	19%	17%	42%	77%
	Being imaginative	7%	42%	8%	0%	24%	83%	54%	63%

PP and boys start school weaker than girls but last year. Both groups were below on entry (Sept 2022)

		All	Boys	Girls	PP
Communication + Language	Listening, Attention + Understanding	50%	40%	60%	43%
	Speaking	60%	53%	67%	57%
Literacy	Comprehension	60%	60%	60%	43%
	Word reading	33%	7%	60%	43%
	Writing	11%	0%	33%	14%
Maths	Number	53%	47%	60%	43%

Children start school well below national ave with weak reading and writing skills.

1 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. **Action : introduce NELI project (Sept 21)**

The Reception teacher has attended Early Literacy toolkit and Early Maths toolkit training

The reception teacher regularly visits both preschools

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 – HLTA has Elklan training

Several children start school with Social needs - TA leads KS1 nurture group/play therapy

ECP '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 – was improving rapidly but dropped back in 2022.

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

	2015	2016	2017	2018	2019	2022	2023	Nat 2022
EYFS GLD %	52 %	70 %	71%	75%	67%	50%	65%	65%
EYFS CL %	55 %	90 %	100%	96%	81%	71%		80%
EYFS PSE %	79 %	100 %	94%	100%	85%	92%		83%
EYFS Lit %	52 %	70 %	71%	75%	67%	50%		68%
EYFS Maths %	66 %	83 %	82%	88%	67%	58%		76%

Progress in Year R (Sept 21- July22) – All children make excellent progress in all Early learning Goals

Early Learning Goals		On entry Sept 21	End YR July 22	Pupil Asset Value Added
Communication + Language	Listening, Attention + Understanding	21%	71%	100.7
	Speaking	17%	71%	100.8
Literacy	Comprehension	13%	75%	100.8
	Word reading	4%	50%	100.6
	Writing	0%	50%	100.6
Maths	Number	17%	54%	100.5
	Number Patterns	17%	58%	100.5
PSHE	Self Regulation	67%	88%	100.3
	Managing Self	67%	88%	100.3
	Building Relationships	67%	92%	100.3
Physical Development	Gross Motor Skills	75%	100%	100.2
	Fine Motor Skills	79%	83%	100.6
Understanding the World	Past and Present	13%	67%	100.7
	People, culture and communities	8%	67%	100.8
	The natural World	8%	67%	100.8
Expressive Arts and Design	Creating with materials	42%	88%	100.5
	Being imaginative and expressive	54%	79%	100.3

All groups made good progress last year in Year R – Pupil Asset Value Asset (Sept 21- July 22)

		All	Boys	Girls	PP
Communication + Language	Listening, Attention + Understanding	100.6	100.5	100.8	100.7
	Speaking	100.8	100.4	101	100.8
Literacy	Comprehension	100.8	100.6	100.9	100.8
	Word reading	100.6	100.6	100.5	100.6
	Writing	100.6	100.8	100.5	100.6
Maths	Number	100.5	100.5	100.6	100.5

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.