

Holt CP School Self-evaluation

Jan 2024

The context of the school

NOR – 188 Boys 52% Girls 48%, Pupil Premium = 33.5% , SEN = 20%, EHCP = 2.7% EAL = 5.3%
 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. [New Phonics/reading scheme introduced across the school \(July 22\)](#), [Targeted 1-1 reading \(Sept 19\)](#), [Catch-up Literacy \(Sept 19\)](#), [More Able Reading group \(Sept 19\)](#)

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 \(Sept 19\)](#)

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 23) – B

IDSR Areas of Interest 2022

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)

Gold Award - School Games Mark, Runner up – Norfolk Sports school of the Year (2017) [Action reapply \(Jul 24\)](#)

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.
 Subject leaders attended Subject Leaders Network briefings last year.
 Each subject leader works with a governor and they have completed a Subject statement with Action Plan.
 Subject leaders and subject governors report back to governors at curriculum meetings.
 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
Action: New English Subject leader to complete NPQLL - Enrolled Jan 24

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 2023 - KS2 Maths PP gap = -8 KS2 Read PP gap = -6, KS2 Writing PP Gap = -8

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 leads a staff meeting each term and these 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 the 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. The curriculum has been sorted into blocks of work based on themes. The Threads of Learning documents were then used to ensure that all learning objectives were covered in topics across both key stages. 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. **Action: New English Subject Leader to complete NPQLL qualification – Enrolled (Jan 24)**
 Children start school with weaker Reading, Writing, Speaking and Listening skills – EYFS and KS1 results are below National Average. The Children make good progress across the school and leave broadly in line with National Ave. Phonic Screening check Results were low in June 22 but improved last year.
 We have purchased new Reading Scheme books to compliment the Twinkl Phonics scheme which we introduced across the school (Sept 22). Whole staff have completed Twinkl Phonics training in Dec22 and Jan23.
 KS1 teachers observed Phonics teaching in a local school (Feb 23)
 Reception staff have completed NELI training (Apr 22)
 3 TA's have completed Literacy Catch up training and Literacy Catch up intervention is used in KS2 (15 children).
Action: Introduce Phonics intervention groups in KS2 for children who did not pass Screening Check (Sept 23)
Action : Train 2 more TA's to lead Catch up Intervention – CT and RCT completed Literacy Catch up training (Sept 23)
 Reading was identified as an Ofsted area to develop (Jun 18)
 TA's and volunteers are used to complete targeted daily 1-1 reading in each class.
Action: Reintroduce Reading Cafes, Open the library after school, Reading shed (Apr 24)
Action: Restock the Library – Link with Gresham's (Jun 23)
Action: carry out audit of guided reading (Jul 24)
 Boys tend to be weaker at writing than girls. **Action: Focus on Boys Writing, Introduce writing cup in each class/ writing competitions (Jul 24).**
 Few children achieve GD at writing at the end of KS2. **Action: Introduce After school writing club, Easter Writing Day**
 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.

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.
 The children are working at broadly National Average standard across the school. NFER tests are used in KS2. White Rose workbooks were successfully trialled in Year 4 last year. **Action : Introduce WR workbooks in all Years**
 The majority of teachers have received IMP/OMP training, Whole staff have completed numicon training. Each class completes a written calculation exercise weekly in KS2.
 Plus 1 and Power of 2 intervention introduced in KS2 (Sept 21)
 Maths club and Holiday Maths days help Y6 children achieve the expected level.
 Sumdog is used widely across the school. We take part in county and national competitions.
 Recall of Multiplication facts has been identified as a weakness. **Action: Introduce 'Rock Stars' (Jan 24)**
Action: Reintroduce maths cafes (Jul 24).

Science: The subject leader attends Subject Leader briefings and has worked with the Improvement Partner in past. The Science Threads of learning Document is based on the National Curriculum 2014. These objectives were then allocated as topics by the Subject leader. Teachers then plan their lessons to cover the objectives.
 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.
 The current area for development is the teaching of Science Investigations.
Action: staff training on teaching Science Investigations (Jul 24)
Action : Use Pzaz to aid Science planning and lesson delivery – Purchased (Sept 23)
Action : Science equipment to be stored in Sandringham classroom (Jan 24)

History: Each class has two big history topics each year. Classes cover the full history syllabus as set out by the 2014 National Curriculum programme of study. Lesson sequences are planned around enquiry questions to ensure coverage of key skills.

We use artefacts in the classrooms and hire Roman, Viking, Stone Age actors to come into the school. We also visit museums, Norwich Castle, West Stow, and other historic sites allowing links to local history.
 We commemorate Remembrance day, black history month and other events.
 We have a subscription to the Historical association which provides example planning and resources.
 We have commenced the process of becoming a Heritage School **Completed (Dec 22)/ Training completed (Jan 23)**
 We have complete training units to support teaching of history in KS1 (Sept 22)
 We usually finish a History topic with a class assembly or museum which parents and other classes are invited to.
 The current area of development is the consistency of assessment and recording across the school.
Action: Produce one page topic overviews (Sept 23), Carry out staff audit of skills (Dec 23), Monitor use of assessment (July 24), Introduce self evaluation for children at the end of each topic (July 24).

Geography: The Geography Threads of learning Document is based on the National Curriculum 2014. These objectives were then allocated as topics by the Subject leader. Teachers then plan their lessons to cover the objectives. 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.
 The school is a member of the Geographical Society.
Action: National fieldwork week (Jun 24)
 The current area of development is the consistency of assessment and recording across the school.
Action: Complete staff skills audit (Apr 24), Introduce pupil self evaluation at end of each topic (July 24)

Music

Music is taught in each class using the Charanga scheme of work,
 We have whole class ukulele, drumming (2021), violin (2022/23), recorder (2023/4) lessons.
 Musicians regularly perform to the whole school - violin, piano, Holt Community choir.
 Participated in a virtual drumming performance (2021) and joined in the Elephant in the Castle performance online
 We have a popular Sing up choir who have performed in the local community.
Action : Restart the Choir – Restarted (Sept 23). Choir performed at Gresham’s (Dec 23)
Action : Arrange Choir trip to London to see a show and complete a workshop – Completed (Dec 23)
 Music Mark Award (2023)

Art

Arts Mark Silver Award (July 23)
 Art Threads of Learning document based on NSEAD (National Society for Education in Art and design) These objects were then allocated to different topics. Teachers plan their lessons to cover the objectives given.
 We have regular artist visit the school / Painted Mural with children / Artist in residence working in glass.
 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), Holt Festival Art day (Jun 23)
 Local competitions include Stody lodge, Cromer Art Exhibition (May 23)
 Children use Portrait books and sketchbooks to revisit different types of media as they progress through the school.
 Cross curricular topics allow skills to be revisited in different contexts.
 Extracurricular Art club, pottery club, Christmas craft club
 We have a clay room – **Kiln repaired Mar 23 – KS1 club/ KS2 Clay club**
Action : Develop more visits – The Venue, Church, Bayfield Sculpture (Oct 24), Norwich Arts Festival
Action : Share vocabulary and artist overview with staff (Apr 24)
Action : Develop Children’s self evaluation skills (Jan 24)

Design and Technology

The DT Curriculum is based on the Design and Technology Association Progression framework. DT objectives are then taught explicitly in DT lessons using the context of current topics. DT lessons involve 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 : Arrange further DT opportunities - STEM, Greshams’, High School (July 24).
Action : Develop Children’s self evaluation skills (Apr 24).
 The school is well resourced – DT room, cookery room, Crumble kits, Knex, Lego sets.
 Extracurricular DT club

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 24)**

Computing: Computing is taught discretely one lesson each week. Coding is delivered using Discovery /Espresso coding scheme of work. 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). Crumble Microcomputers support the teaching of coding.

RE: subject leader attends Subject Leader briefings and has worked with the Improvement Partner last year. R.E is planned following the Norfolk 2019 syllabus. RE teaching is planned to be taught to fit into the topics taught across the Key Stages.

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(Apr 24)**

Close relationship with local churches - Father Howard leads an assembly each month. **Action : Plan addition visits to the local church (Jul 24)**

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 4 charities in 2022/23)

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, Origami, History, Film, Science, Art, Clay, DT,Choir, Writing, Reading, Maths, 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 remain slightly below National Ave but improved considerably 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 2023
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%	73%
Reading % Higher	19%	21%	21%	21%	24%	29%
Reading Scaled Score	103	103	102.6	103.1	105	105.1
Writing % EXP+	77%	75%	75%	72%	68%	71%
Writing % GD	12%	4%	11%	8%	4%	13%
Maths % EXP+	96%	82%	75%	69%	68%	73%
Maths % Higher	23%	18%	14%	17%	12%	24%
Maths Scaled Score	106	103	101.4	102.4	102	104.2
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 2023
Reading Progress	-0.4	100.3	100.2	-0.2	+1.49
Writing Progress	-1.0	100.1	100.1	-0.1	+0.46
Maths progress	+1.3	100.7	100.1	-0.66	-0.46
All subjects - Ave Progress	0	100.4	100.1	-0.3	+0.5

Key Stage 1 – Standards	Holt CP 2019	Holt CP 2022	Holt CP 2023	Nat Ave 2023
Reading % EXP+	74%	60%	59%	68%
Reading % GD	17%	8%	7%	17%
Writing % EXP+	57%	36%	52%	60%
Writing % GD	0%	0%	7%	8%
Maths % EXP+	70%	64%	72%	70%
Maths % GD	13%	4%	3%	16%

Year 1	Holt CP 2018	Holt CP 2019	Holt CP 2022	Holt CP 2023	Nat Ave 2023
Phonics screening	95%	77%	48%	71%	79%

Year 2	
Phonic Screening Recheck	9/16

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

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%	100%	86%	17%
Maths GD	12%	6%	22%	0%	50%	50%	7%	0%
Reading Exp+	76%	69%	89%	70%	50%	100%	100%	17%
Reading GD	24%	31%	11%	10%	0%	50%	29%	0%
Writing Exp+	68%	56%	89%	60%	50%	100%	86%	17%
Writing GD	4%	0%	11%	0%	0%	25%	0%	0%
R+W+M EXP+	68%	56%	89%	60%	50%	100%	86%	17%
R+W+M GD	0%	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 (Jan 24), Mock assessments every half term, Holiday writing school.

Y1 Phonics Screening Predictions = % - to be updated Dec 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 targeted reading.

Plus1/ Power of 2 interventions. 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	-23
KS1 Writing Exp+	-70	-20	-41			-23	-14
KS1 Maths Exp+	-77	-13	-36			-26	-15
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,
 I-1 tuition in Reading and Maths
 Pupil Premium Plan – PP ch usually make good Value Added / greater progress each year.

Progress -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 Progress
Maths	-0.3	+1.3	+0.7	+0.2	-0.66	-0.46
Reading	-1.3	-0.4	+0.1	+0.1	-0.2	+1.49
Writing	+0.9	-0.9	+0.3	+0.1	-0.1	+0.46
All subjects	-0.2	0	+0.4	+0.1	-0.3	+0.5

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	-0.46	-1.13	0.59		+7.15	-1.1	+0.16	-0.84	+0.11
Reading	+1.49	+2.99	-0.84		-0.6	+1.45	+4.24	+1.2	+0.73
Writing	+0.46	-0.52	+2.1		+1.0	0.0	+0.59	+0.68	-0.1
Ave	+0.5	+0.45	+0.62		+2.52	+0.12	+1.89	+0.35	+0.25

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
Coffee morning with parents and governors
Introduction of SEND learning walks –
Catch up intervention groups introduced across KS2
ELSA 1-1 sessions 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 23

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
 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 declined following Covid-19

The majority of teaching observed was judged to be good or better (Oct 19- Oct 23)
 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
 Three TA's have received Catch up training – **Action Train 2 more TA's – Training completed 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 excellent. Governor feedback from class observations and school visits was very positive about behaviour. 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

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 Dec 23 and cascade to staff \(Jan 24\)](#)

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Attendance	96.7%	95.8%	96.3%	95.1%	95.4	93.5%	90.7%	92.4%	94.7
PA	4.2%	5.9%	6.2%	11.3%	12.3%	26%	36.8%	25%	16%

	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	Aut 1 23	Aut 2 23
ALL	93.5%	86.6%	93.2%	92.4%	93.3%	93.8%	95.9%	94.1%

Attendance has improved in most half terms during the past year and is now closer to the Nat Ave of 94% (2022-23).

Aut 2 2022 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%
2023-24	94.8%	94.6%	95.1%	94.1%	94.0%	91.6%

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.

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 **Action : All members of SMT to complete DSL training**
DSL attends DSL Network meetings.

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

CPOMs is used to record safeguarding and behaviour incidents and actions.

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 23](#)

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 23), 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 (Dec 23)

Headteacher has completed Evolve training

All staff have first aid training (2022/23)

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 since Sept 2015 but has fallen back again due to Covid-19. This has improved again in Sept 23							% ARE	% ARE	
Early learning Goal		Sept 16	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23
Communication + Language	Listening, Attention	48%	67%	57%	71%	60%	21%	50%	70%
	Speaking	79%	71%	61%	67%	73%	17%	60%	70%
Literacy	Comprehension						13%	60%	70%
	Word reading	23%	21%	30%	53%	46%	4%	33%	44%
	Writing	6%	8%	13%	10%	46%	0%	17%	40%
Maths	Number	68%	75%	70%	90%	73%	17%	53%	78%
	Number Patterns						17%	53%	81%
PSHE	Self Regulation						67%	80%	81%
	Managing Self	90%	93%	96%	100%	87%	67%	93%	96%
	Building Relationships	84%	88%	65%	81%	67%	67%	83%	89%
Physical Development	Gross Motor Skills						75%	93%	93%
	Fine Motor Skills						79%	53%	74%
Understanding the World	Past and Present						13%	63%	70%
	People, culture	68%	75%	70%	90%	73%	8%	60%	67%
	The natural World	6%	0%	0%	0%	10%	8%	63%	74%
Expressive Arts and Design	Creating with material	0%	13%	13%	19%	17%	42%	77%	93%
	Being imaginative	42%	8%	0%	24%	83%	54%	63%	78%

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.

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 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.