



Holt Community Primary School

Self-Evaluation 2023-24- updated 1st March 24

Context

NOR = 191 (Boys 52%, Girls 48%) (YR=28, Y1=30, Y2=25, Y3= 29, Y4 =27, Y5 = 27, Y6 = 25)

Pupil Premium = 35%

SEN = 19.5% (EHCP = 3.7%)

EAL = 3.8%

Due to the expansion of Holt (600+ currently being built) a new school is due to be built in 2-3 years.

The school attracts less than 75% of the catchment children due to the proximity of a prestigious independent school located in the town (Gresham's).

The school is situated in an area with significant rural deprivation.

The children start school with weaknesses in early Literacy skills and Understanding the World.

On Entry	Sept 22 % ARE	Sept 23 % ARE
Word Reading	33%	44%
Writing	17%	40%

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

Awards

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

IDSR Areas of Interest 2022

Y1 Phonics Screening – % expected standard (Jun 22) was significantly below national ave.

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

Absence in 2021-22 (9.0%) and Persistent Absence were significantly higher than national average.

IDSR Areas of Interest 2023

Absence in 2022-23 (8.9%) and Persistent Absence were significantly higher than national average.

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.

Progress against previous Inspection

Areas to improve	Progress
Key priorities are clear so that leaders can be rigorously held to account by the governing body for improvement in the work of the school.	School Improvement Plan shared with governors and discussed at every full governor meeting (Sept 22). Each governor is given a subject to monitor (Jan 22) Regular meetings between subject leaders and governors(Apr22) Subject leaders invited to governor meetings (May 22)
The teaching of reading is consistently good so that pupils' attainment in reading is improved.	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) Reading results have improved consistently since 2018 KS2 Sats(2023)=76% Nat =74%, KS1 Sats(2023)= 62% Nat =67%
Plans for the use of pupil premium funding identify actions to support the progress of the most able disadvantaged pupils.	1-1 Tuition in reading and maths – 12 children (Sept 22), Pupil Premium holiday school (April 23), More able PP Maths group – 5ch (Jan 23), Pupil Premium challenge partners (Sept 23) PP Gaps have reduced considerably since 2018 2023 KS2 R+W+M PP Gap = -8%

Teachers have high expectations for how pupils present their work in all subjects across the curriculum.	Updated Presentation policy (Jan 22) and Teaching and Learning policy (Jul 23). Weekly governor learning walks with a focus on monitoring presentation commenced (Sept 22)
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School Improvement Priorities

School Improvement Priorities 2022-23	
Areas to improve	Impact
<u>Improve the teaching of phonics across the school</u> by introducing a new Phonics scheme at the school. Y1 Phonic Screening Check 2022 = 48%	Twinkl phonics introduced in (Sept 22). All staff received Twinkl training (Jan 23). KS1 staff observed Phonics being taught at a local school (Feb23). Rhino readers (Twinkl) replaced previous scheme. Phonics teaching observed to be good by HT, Gobs and Adviser 'A new phonics scheme is being followed and having a positive effect on learning' – School Improvement Review Feb 24 Y1 Phonic Screening check 2023 = 71% (Nat 79%)
<u>Improve the Attendance rate by introducing a wide range of measures aimed at raising the profile of good attendance</u> 2021/22 = 90.5% (Nat=93.8%) PA 37%	Attendance policy updated (Sept 22). TG attended training and Attendance Network. TG worked with Attendance Officer to target PA families. Attendance reports sent home each term (Jan 23). Weekly Attendance prize, weekly class owl prize. Termly 100% certificate, annual 100% badges. Termly attendance family hamper prize (Jan 23). Termly 100% attendance tea party (Apr 23). Completed Attendance Self Review (Mar 23). Attendance 2022/23 = 92.4% PA 25% (Improved but needs to remain a priority in 2023/24)
<u>Improve Subject Leadership.</u> Subject leaders to work with governors to monitor the standard of work in each subject and write an action plan. Subject leaders to be given Staff meeting time for staff training and moderation.	Subject leaders attended Network briefings (Sept 22). Governor assigned to oversee each subject and meet regularly with subject leaders (Sept 22). Each Subject leader and Governor have written subject statement with action plan (Dec 22). Each Subject leader has led a staff meeting each term to carry out staff training and lead book scrutinies (Sept 22). Subject leaders carried out pupil interviews (July 23). (Needs to remain a priority with focus on lesson observations)

School Improvement Priorities 2023-24	
Areas to improve	Progress
<u>Improve Subject Leadership.</u> Establish a robust monitoring programme involving all subject leaders and governors including lesson visits. Book scrutinies to become more focussed on matching work with learning objectives.	Maths and English leaders have carried out joint observations with adviser (Feb 24). Geography, Music, AMFL and P.E leaders have carried out lesson observations/ learning walk this term. (Feb 24) All teachers have a target of carrying out lesson observations as a target in their performance management (Oct 23).
<u>Ensure that all teaching is as good as the best by</u> Sharing good practice with in the school by teachers conducting learning walks to observe teaching, displays and work in books. Teachers to be given the opportunity to see quality provision in other schools.	All teachers to be given time this term to carry out a learning walk. (Mar 24).
<u>Evaluate the Implementation of the Curriculum</u> Review all class timetables to ensure adequate time is given to every subject. Separate daily English lesson is timetabled in addition to Phonics in Y1 and Y2	Separate English lesson with focus on writing to be introduced (Mar 24). Subject timetables to be discuss at staff meetings this term (Mar 24).
<u>Improve the Attendance rate</u> by continuing to keep a high profile on good attendance at school. Attendance 2022/23 = 92.4% PA 25%	Current attendance rate is now close to National Average. Attendance rate (Feb 24) = 94.3% PA = 18%

Quality of Education

Intent

Our intention is to provide children with a broad understanding of the world around them and the different cultures and beliefs which exist around the world. Our school is situated in a rural part of Norfolk with little diversity in its population and the children do not get to experience much of the world outside Holt. We have designed a creative curriculum with big topics which allow for exciting 'wow' events to take place such as trips or visits, and finish in a big event such as class assembly, a performance, an exhibition, museum or a display.

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.

Implementation

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 the topics. Music, PE, Computing, RSHE and Ancient and Modern Foreign Languages are usually covered in separate weekly lessons.

Ofsted 2018 'Your curriculum is well planned and vibrant'

School Improvement Review Feb 24 'The school has clear curriculum intent that takes good account of the relative deprivation of its community. Staff have worked hard to complete curriculum planning. There is a good focus on bringing new experiences to pupils that extend beyond the community'

We use the Twinkl Phonics scheme which we have introduced across the school (Sept 22).

We follow the White Rose scheme of learning in Maths. White Rose workbooks were successfully trialled in Year 4 last year and have now been introduced in all Years.

Sundog is used across the school and 'Rock Stars' has been introduced to improve Times Tables (Jan 24)

Music is taught using Charanga scheme of work. We have whole class recorder (23/24), violin (22/23) lessons.

We have a popular Sing up choir who have performed in the local community.

We teach French in KS2 using Twinkl resources and hold a multicultural week each year.

RE is planned following the Norfolk 2019 syllabus.

Computing is taught discretely and Coding is taught using Discovery/Espresso coding scheme of work.

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

YR/1/2 speech and Language, YR NELI, YR/1/2/3/4 phonics groups, KS2 Catch up intervention group, ELSA support, Sensory circuits, KS2 handwriting groups, Writing group, Plus 1/ Power of 2 groups,, 1-1 reading groups across the school, 1-1 tuition, holiday writing/maths school.

School Improvement Review (Feb 24) 'There is effective catch-up support for pupils in areas such as phonics. These sessions are well led by skilled teaching assistants.'

During the past year we have hired Viking, Greek and Stone Age actors to come into school.

Visitors have included a vet, RSPCA, palaeontologist, a fossil expert, Norfolk Records Office, several local artists, bagpipe player, morris dancers, a harpist, violinist, a piano player and the Britten Sinfonia.

Last year we had an artist in residence working in glass.

We have visited museums, West Stow, Cromer, Wells-next-the-Sea, River Glaven, Holt Country Park, Kelling Heath, the cinema and arranged a trip the Houses of Parliament and a trip to a show and a dance workshop in London.

We have completed residential visits to Derbyshire and Horstead.

We commemorated Remembrance day, Black History month, British Science week, Multi cultural week, World Orienteering day, World Book day Chinese New Year, Diwali, Prayer Space and the Coronation.

We have a subscription to the Historical Association, Geographical Society, PSHE Association and commenced the process of becoming a Heritage School.

We have Competed at a STEAM project, Cromer Art Exhibition, Stody Lodge and over 20 Sports competitions.

We were part of Go Go dinosaur project, Love Holt Project, Fairy door trail, Budgens mural, Holt Festival art day, Norfolk rivers trust project.

Each class held a science museum last year and a class performance each term.

Impact

The Quality of education at the school is good as the children consistently start school below National average but leave school at broadly National average.

Key Stage 2 – SATs Results (TA used in 2021)	Holt CP 2021 TA	Holt CP 2022	Holt CP 2023	National 2023
Maths + Read + Write % EXP+	68%	61%	68%	59%
Reading % EXP+	79%	82%	76%	73%
Writing % EXP+	75%	72%	68%	71%
Maths % EXP+	75%	69%	68%	73%
Grammar, Punct + Spell % EXP+		45%	60%	72%

Key Stage 2 – Progress (2023)	Read	Write	Maths	All
Progress	+1.49	+0.46	-0.46	+0.46

Key Stage 1 – Standards	Holt CP 2022	Holt CP 2023	Nat Ave 2023
Reading % EXP+	60%	59%	68%
Writing % EXP+	36%	52%	60%
Maths % EXP+	64%	72%	70%

Year 1	Holt CP 2022	Holt CP 2023	Nat Ave 2023
Phonics screening	48%	71%	79%

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

Closing the gap - Pupil Premium/Non PP – Gaps at KS2 have closed rapidly in the last 5 years.

PP Gaps	2018	2019	2020TA	2021TA	2022	2023
KS2 Maths Exp+	-35	+14	-11	-15	0	-8
KS2 Reading Exp+	-46	-15	-15	-15	-10	-6
KS2 Writing Exp+	-35	-33	-15	-15	-10	-8

Last Year 6 (Jul 23) progress in KS2 using SATs results show good progress by all groups.

KS2 Progress	All	Boys	Girls	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	+0.59	+0.68	-0.1
Ave	+0.5		+0.62	+2.52	+0.12	+1.89	+0.35	+0.25

The Headteacher undertakes a learning walk each week with governors.

The Headteacher, Maths leader and English leader carried out joint observations with an adviser (Feb 24).

Summary of Observations of Teaching carried out by the Headteacher - Oct 23

High expectation of behaviour for learning observed in all classrooms.

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 - Lots of art /craft/ drama / performances seen.

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.

Evidence of use of pink pen show that children are given opportunities to respond to marking

Summary of Observation of Teaching by School Improvement Review - Feb 24

'Relationships between adults and pupils are strong. Pupils feel happy working with their teachers'
 'Teachers manage pupils' behaviour well. They set clear expectations in this area and ensure pupils follow school rules'.
 'Teachers make good use of IT in areas such as the teaching of phonics, to support learning and to bring subjects alive.
 'The phonics scheme is implemented consistently'. 'Older pupils who have fallen behind are now receiving bespoke additional support to help them catch-up. Teaching assistants have a good impact on learning when working with these small groups.'
 'in Upper KS2 teachers have high expectations of their pupils and provide good level of challenge'
 'Work sampling shows that there is a mixed picture to pupils' progress'
 'Work is sometimes too hard or too easy for some pupils'
 'On occasions, teachers take too long talking to pupils rather than letting them get on their work more quickly'
 'Teachers do not have a consistent approach to feedback'

Actions from previous year	
Area to improve	Impact of action
Introduce Twinkl Phonics	Year 1 Phonic Screening Check results improved from 48% to 71%
Introduce White Rose Maths across the school	Children made an average progress of 5.8 scaled score points in maths last year.
Reapply for Artsmark	Silver Award achieved

Area to improve 2023/24	Progress
<u>Ensure that all teaching is as good as the best.</u> Sharing good practice within the school by teachers conducting learning walks to observe teaching, displays and work. Teachers to be given the opportunity to see quality provision in other schools.	All teachers to be given time this term to carry out a learning walk. (Mar 24)
<u>Improve the consistency of work seen across the school through the introduction of more robust book scrutinies.</u> Book scrutinies to become more focussed on matching work with learning objectives.	Book scrutinies in Geography, History, Science and Art arranged for each staff meeting this term. (Feb 24)
<u>Improve Early Writing by</u> ensuring that a separate daily English lesson is timetabled in addition to Phonics in Y1 and Y2 Y2 writing 2023 = 52% (Nat =60%)	Separate English lesson with focus on writing to be introduced (Mar 24)
Introduce additional Phonics and English Catch Up intervention in KS2 for children who did not pass Phonic Screening check in Y2.	All new staff trained in using Twinkl phonics intervention. 2 more TAs completed English Catch up training (Sept23) 15 children currently getting Catch up.

Behaviour and Attitude

School Improvement Review (Feb 24)

'Pupils are well behaved and keen to learn.' 'Teachers manage pupils' behaviour well. They set clear expectations in this area and ensure that pupils follow school rules closely' 'Pupils play together happily. They respect the school environment and support each other well. They listen respectfully to the views of others'
Relationships between adults and pupils are strong. Pupils feel happy working with their teachers'

Governor feedback from class observations and school visits are always very positive about behaviour. 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).
The Headteacher completed Step Up lead training (Dec 23) and all staff have completed Step Up training (Jan 24). We have a whole school reward scheme and children earn merits for good behaviour/attitude which leads to a bronze/silver/ gold badge. We also have a special mention assembly each Friday and special mentions in Newsletter. We are currently working with the School Community Team to arrange workshops for children and parents on emotional regulation (Feb 24). 1 member of staff is ELSA trained.

Our attendance rate remained low last year and improving attendance remains a key priority for the school.

Attendance – Has dropped sharply since Covid -19 but started to improve last year.

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Current
Attendance	95.8%	96.3%	95.1%	95.4	93.5%	90.7%	92.4%	94.3
PA	5.9%	6.2%	11.3%	12.3%	26%	36.8%	25%	18%

Attendance has improved in most half terms during the past year and is now closer to the Nat Ave.

	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%

School Improvement Review Feb 24

'The school has been working hard and to good effect to improve rates of attendance. The Attendance Lead has set clear expectations about pupil's attendance and has communicated these well to parents. Attendance is given a high priority in school displays and newsletters and the school has demonstrated that it is willing to use all available options for parents who fail to secure regular attendance for their children.'

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.

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)

Actions from previous year

Area to improve	Impact of action
Improve attendance rate and reduce PA (See above)	Attendance rate improved from 90.7% to 92.4% PA reduced from 37% to 25% last year
Areas for development 2023-24	
Area to improve	Progress
All Staff to complete Step up training Use the new format for Behaviour Plans	Completed (Jan 24)
Continue to keep a high priority on improving the attendance rate and reducing PA	Current attendance rate = 94.3% PA = 18%

Personal Development

School Improvement Review (Feb 24)

'Pupils are good ambassadors for the school. There is a happy atmosphere in school. From coming into school at the start of day, pupils are greeted with warmth and affection, reflecting the commitment of staff to the pupils' wellbeing. Leaders are actively using the PATHs scheme to enhance pupil's social and emotional development.'

'The school places a very strong emphasis on pupils' safety. Pupils are very clear that they feel safe. They know who to talk to if they have a concern and are very confident that staff will tackle worries and problems quickly and effectively.'

'Pupils feel safe. It is very clear that all staff have social and emotional well-being of pupils at the heart of what they do. The headteacher has established a caring ethos that is built around the needs of pupils and the local community.'

The school follows the PATHs curriculum and has one PATHs lesson each week. Each class also chooses a 'Child of the day' who receives special privileges and compliments. There is a PSHE assembly once a week.

We have regular input from outside agencies including Crucial Crew, Cycling proficiency, Stranger Danger, RNLI, Matthews project - drug education, NSPCC.

We have a strong emphasis on Online Safety and use the SWGfL/Common Sense Education scheme of work.

Each year we host a Prayer Space event run by the local churches.

The SENCO offers pastoral support to a number of children and has completed Mental Health Champion training. 1 member of staff is ELSA trained.

The Headteacher has completed Healing classroom training (Feb 24).

Pupil Premium children have a member of staff who acts as their champion and meets every half term.

There is a worry box for the children.

95 % of children said there is an adult I can talk to (Pupil Questionnaire July 2023).

Ofsted 2018 'You and your leaders work hard to create a safe and welcoming environment in which pupils develop their social and academic skills.'

97% of pupils said that 'they feel safe at school' (Pupil questionnaire July 2023).

Ofsted 2018 'The overwhelming majority of parents are positive about the school. They are particularly pleased about the level of pastoral care and the opportunity to meet with staff should a problem arise.'

Each class has dedicated Relationships, Sex and 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 RSE curriculum (2021).

We have a wide range of leadership opportunities for children including lunchtime helpers, assembly partners, reading partners and librarians. We have an active School Council.

We hold school fundraising events organised by the children, (we raised money for 4 charities in 2022/23).

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. We arrange extra transition for SEN children.

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)

Actions from previous year

Area to improve	Impact of action
Restart Prayer Space	Prayer Space restarted (Mar 23)
Embed PATHs across the school	Each class has a PATHs board, Has a PATHs lesson and chooses a Child of the Day (Sept 22)
Areas for development 2023-24	
Area to improve	Progress
Introduce Pupil Premium Champions who meet with children each half term.	Restarted in (Sept 24)

Leadership and Management

'The headteacher has established a clear ethos of care and support for pupil, staff and the local community. Staff are happy and work together as a team' – School Improvement Review Feb 24

The HT has completed The Headteacher Support Programme and System Leadership training.

The SLT comprises HT, KS1 leader, KS2 leader, SENCO and Office Manager. The SLT meet weekly.

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 attend Subject Leaders Network briefings.

Each subject has a teacher and a governor who are responsible for that subject. They worked together to complete a Subject Curriculum Statement and an Action Plan. They give feedback to all governors on developments in each subject.

Each subject leader is also invited to attend a governor meeting each year.

Each Subject leader leads a staff meeting each term and these are used for staff training, book scrutinies, giving feedback from pupil interviews and subject discussions.

'Middle leaders are keen to make a difference. They are passionate about their subjects, but they do not play a big enough part in monitoring provision, especially by visiting lessons' - School Improvement Review (Feb 24)

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."

Ofsted 2018 'You and your leadership team have an accurate view of the school's strengths and priorities'

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

Parent Questionnaire – The school is well managed - 96% agree.

HT is the Designated Safeguarding Lead and the Senco is the Alternate DSL – Both have attended DSL training and Multi Agency training. The Alternate DSL attended FSP training.

All teachers and support staff are school level A safeguarding trained. (Sept 23).

CPOMs is used to record safeguarding and behaviour incidents and actions (July 23)

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

There is a named governor with responsibility of Safeguarding.

The Safeguarding Self Evaluation was completed July 22.

The Single Central Record is kept up to date by the Office manager and checked by the SMT.

HT and a member of SMT has completed Safer Recruitment training.

Online Safety Policy (July 23), Norfolk online Safety Toolkit completed, 360 Safe has been completed.

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.

The governing body carry out learning walks alongside the Headteacher, ask appropriately challenging questions at meetings and meet with subject leaders and other members of the SMT.

The governors completed a skills audit in Sept 23 and have attended training to meet needs.

The Chair of governors consulted the School Council about their views of the school (Apr 23)

The governors have a policy grid to ensure all policies are regularly reviewed.

Actions from previous year

Area to improve	Impact of action
Introduce CPOMs to record behaviour and safeguarding incidents.	CPOMs introduced All staff have received CPOMs training
Update First aid training	First aid training completed
Areas for development 2023-24	
Area to improve	Progress
All subject leaders to carry out lesson observations	Maths and English leaders have carried out joint observations with adviser (Feb 24). Teachers given target of carrying out observations as a target in their performance management (Oct 23).
New English lead to completed NPQLL training	SC Enrolled on course (Jan 24)
All members of the SMT to complete Safeguarding Lead training	CR completed training (Jan 24)

Quality of Education in the Early Years

School Improvement Review – Feb 24

'Children get off to a good start in the early years. Their integration into school life is being supported well by pre-school visits'

'The two teachers work together closely and plan interesting and stimulating activities'

'Teachers effectively link indoor and outdoor learning'

'Early literacy skills, including phonics are taught well. Staff follow the schools phonics scheme closely and this is having a good impact on children's learning'

'There are plentiful opportunities for children to write throughout the school day.

'They develop good levels of independence for their age and support each other keenly when working together.'

Evidence from assessment on arrival and at the end of Year R show that the children arrive weaker in several areas of learning but make good progress during the year.

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%

Children start school well below National average in reading and writing skills.

Over the past few years a high priority has been placed on establishing constructive links with pre-school groups to establish good transition into the school. The Reception teacher spends one half day each week liaising with the Preschools and holds weekly sessions with Reception class and preschool children in the wildlife area.

The curriculum is carefully planned to meet the needs of all the children based on regular assessments of their level of development. The EYFS setting is well resourced both inside and outside.

Phonics is taught daily using the Twinkl Phonics Scheme.

Regular assessment ensures early intervention.

There is also an English and Maths based activity each day as well as continuous provision activities.

The class provides a wide range of mark-making opportunities to support the teaching of writing.

A large number of adult help in the 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 teachers are members of EYFS Network

The school works closely with parents to ensure all children make good progress. Two parents meetings ensure that parents are kept informed of their child's progress. Parents are also invited to a coffee morning to discuss the teaching of early reading and writing, and also a Reading Cafe.

At the end of YR	2022	2023
EYFS GLD %	50% (65%)	61% (67%)
EYFS Ave Learning Goals	12.8 (14.1)	14.1 (14.1)

Evidence from observations indicates that the teaching in the EYFS is strong.
The children appear to settle quickly into the class routines and the behaviour for learning is good.

Actions from previous year

Area to improve	Impact of action
TA to complete Elklan speech and language training. RYFS to complete NELI training	Training completed. 10 ch received speech and language intervention
<u>Improve the teaching of phonics</u> by introducing Twinkl Phonics scheme.	Twinkl phonics introduced in (Sept 22). All staff received Twinkl training (Jan 23). EYFS staff observed Phonics being taught at a local school (Feb23). Rhino readers (Twinkl) replaced previous scheme. 18/29 achieved Early learning goals in Word reading and Writing.
Areas for development 2023-24	
Area to improve	Progress
New Reception Class teacher to complete EYFS training.	Training booked
Invite the parents to a Reading cafe to model the teaching of reading.	Completed (Feb 24)