



King's Park Infant School

School Evaluation Form 2019/2020



School Context

Mission Statement: 'King's Park Infant School aims to be an excellent school where children establish a life-long love of learning through excellence and enjoyment.'

King's Park Infant School converted 1st March 2017 and became part of Unity Education Trust. Unity Education Trust consists of our federated school Grove House Infant & Nursery School (federated April 2013), a high school and sixth form, and two small primary schools.

King's Park Infant School is a one-form entry school catering for children aged 4 – 7. The attainment of children on entry to school is below average. The school serves the large mid-Norfolk town of Dereham. The school is part of the Dereham cluster of schools which comprises 17 schools in total.

King's Park Infant School currently has 83 pupils on roll (Jan 2020). The percentage of pupils from minority ethnic groups decreased from 16.1% (2017) to 10.7% (2018) and increased to 12.5% (2019). This figure is currently 8% (Jan 2020). The percentage of pupils with EAL was 19.6% in 2017 and this figure decreased to 12.5% in 2018 and decreased again to 7.5% in 2019. This figure of 7.5% is significantly below the national figure of 21.2% (2019). The percentage of EAL pupils is currently 7% (January 2020).

The percentage of pupils eligible for free school meals has increased over the last 3 years. In 2017 the figure was 16.1%, this increased to 19.6% in 2018 and increased again to 30% in 2019. This figure is currently 29% (January 2020).

In 2019 the number of pupils at SEN support was 3.7% (national figure was 12.6%) and the number receiving a EHC plan was 3.7% compared to 1.6% nationally. In January 2020 the number of pupils receiving an EHC plan was 4% and 14% receiving SEN support.

Our previous inspection (2014) identified next steps in our school's development;

Move good teaching to outstanding by:

- **focusing on improving the writing skills of pupils with special educational needs to accelerate their progress and close gaps in attainment with other pupils**

During 18-19 Talk4Writing was a focus across the school. This practical approach to writing enabled all learners to make good progress. In EYFS 100% of SEND children made at least expected progress in writing. In Year 1 67% of SEND children made at least expected progress in writing. There were no SEND children in Year 2 during 18-19.

- **providing greater opportunity for pupils to practise their reading and to develop skills of comprehension and inference from the text**

During 18-19 guided reading was a focus across the school. In EYFS 79% achieved at least expected in the Reading ELG. At the end of KS1 100% achieved at least expected.

- **increasing the opportunity for pupils to apply their mathematical skills across subjects so that more reach the higher levels of attainment by the end of Key Stage 1**

During 18-19 79% of children achieved at least expected in the Number ELG. In Year 2, 87% of children achieved at least age related expectations in Maths.

Overall Effectiveness	1	2	3	4
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The overall effectiveness of the school is at least **good** because:

- Quality of Education is at least **good** and outcomes are potentially outstanding
- Personal development is judged to be **outstanding**
- Behaviour and attitudes is judged to be **good**
- Leadership and management is judged to be **good**
- Effectiveness of the Early years is judged to be **good**

The school is in a strong position to be judged Good in the new September 2019 Inspection Framework.

- Overall the school is effective in all areas with active involvement from Staff, Pupils, Parents and Governors.
- We believe our self-evaluation has accurately identified areas of strength and areas for development within the school including our focus on Exceeding in EYFS and Greater Depth in Key Stage 1.
- Pupil premium work is having an increasingly impact on closing the gaps in learner achievement.
- As a result of consistent and secure quality first teaching in classrooms, careful tracking and checking of books, the pupils make at least good progress in the school.
- Our highly effective Federation is a very active member of the Unity Education Trust and has led to the very best practice being shared effectively and has been instrumental in the improved quality of teaching, learning and standards in all classrooms.
- We foster an ethos of mutual understanding and support, underpinned by British Values and the school rules to enable children to develop a clear set of age appropriate personal values. This is supported by our Learning Values (Learning Powers).
- Our curriculum is rich, relevant, broad and varied and contributes to children's good

progress and achievement and their positive attitude towards learning.

- We value our wider curriculum and offers all pupils essential experiences which enhance learning. These experiences include regular school trips and visitors to the school. A set of Learning Values have been chosen in consultation with children, staff and parents that are integral to the school. These Learning Values (learning powers) were launched in January 2018.
- The children have a strong understanding of what is right and wrong and develop an increasing understanding of how to manage their own behaviour and resolve conflicts. Children understand the difference between boisterous play and bullying, and there have been no reported incidents of the latter in 2018/19. This is supported by focussed PATHS/SMSC assemblies on the theme of 'relationships' and 'values'.
- Our work in PATHS and RE ensures the children understand that we should accept the rights of others to hold different views and beliefs. The children understand that everyone is individual and equally important and this is evidenced in our special person work, in assemblies and when they are voting on children for roles such as school council or eco council.
- We have a small proportion of children from different cultural and religious backgrounds and beliefs in our school, and this is respected and all children, regarding of religion or beliefs are involved in all aspects of SMSC. We aim to provide the children with a range of information and experiences for them to use when deciding on their own personal future paths for beliefs and values. All languages are encouraged and shared through assemblies.
- The children's moral development is nurtured through the curriculum, school rules, PSHE and PATHS activities, the general supportive ethos of the school and discussion opportunities that arise throughout the year.
- Assembly topics often have a moral slant and these are supported by examples from real life and stories, including those from a range of religions.
- Social development is a high priority, with the overwhelming majority of the children developing good social skills as a result of the school's input for this. The nature of the way we work, providing opportunities for children to work in a range of ways, such as individual, group, partnered etc., ensures the children's social skills can be developed and applied in real life situations.
- Pupils' cultural development is a challenge as we live in a predominantly white British area. Children of this age find it difficult to relate to cultures that they have little ongoing first-hand experience of. We develop this whenever possible, planning enrichment weeks, topics and RE activities to extend their knowledge of how others live and how they are different or similar to us. We invite visitors in as often as possible to enhance their knowledge in this area. RE whole-school enrichment weeks allow us to focus on this area and develop it through discussion and questioning.
- The school has clear policies, strategies and procedures to ensure the effective safeguarding and welfare of pupils which are supported by overarching Trust policies, protocols and support.
- All adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils including safer recruitment, safeguarding, DSL Training, multi -agency training, Prevent, FGM for example.

- The Quality of early years education provided is good. Our curriculum has no limits or barriers to children’s achievements regardless of background or need, and high ambition is shared by staff. (see Effectiveness of EYFS in final section of SEF)
- Leadership and Management is a strength of the school. The Executive Headteacher for both Kings Park Infant School and Grove House Nursery and Infant School, ensures high expectations, consistency and effective leadership and management across the schools, with a key focus on accountability, and supporting staff through effective deployment and joint working across the schools.
- The Governing Body is effective in holding leaders to account and are empowered through detailed reports from the Headteacher at each meeting, regular presentations from Curriculum leaders, on their intentions, implementation and impact of strategies to support learning, and Deep Dive Governor days to challenge and ensure a thorough understanding of school development and the quality of education for our learners.

Why Overall Effectiveness is **Good**:

- Our self evaluation judges the school to be good as we celebrate the strengths of our provision, and are aware of the areas for development from pupil outcomes for exceeding and greater depth to further confirm our judgement:
- Safeguarding is effective

Why Overall Effectiveness is not the grade below:

- None of the key judgements Require Improvement
- Safeguarding is effective

Quality of Education

1	2	3	4
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- As a result of good teaching, careful tracking and checking of books, the pupils make at least good progress in the school. Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning effectively and pupils’ misconceptions are acted upon and corrected. The teaching of phonics is effective across the school. Teachers embed reading, writing, communication and mathematics, where appropriate, across the curriculum. Working walls are being used successfully in classroom.
- Senior Leaders believe that consistently high quality teaching leads to outstanding outcomes for pupils. The school has a Curriculum Lead across the Federation who has oversight of all curriculum aspects. Federation Subject leaders have responsibility for their individual action plans and Subjects on a Page and are

responsible for the consistency, monitoring and impact of actions plans, and accountability is therefore very high.

- Teachers are also held to account against the Teachers Standards through appraisal and are aware of their expectations. Subject leaders also observe lessons across the Federation and carry out learning walks to ensure that good practice is shared, discussed, analysed and improved. The Lessons Learned monitoring tool enables close correlation between performance management and lesson observations, learning walks and work scrutinies. This includes the performance management of teaching assistants to ensure high quality practice supporting children in the classroom.
- Teachers have high expectations of all pupils and plan lessons that challenge them and enables every pupil to learn very well across all subject areas in the curriculum. Teachers are planning a rich and creative curriculum. Planning reveals teachers are successful in developing and using a range of teaching styles and in focusing on differentiation. All teachers share learning objectives with pupils in all lessons and reinforce learning through plenaries as appropriate. Differentiation is good with the use of formative assessment at the end of every lesson. Pupils focus well on their learning because teachers reinforce clear rules that are consistently enforced and set clear tasks that challenge pupils. School rules and expectations apply equally to all. In PSHE in particular many opportunities are developed for all pupils to appreciate equality. PSHE also promotes children’s emotional well-being, through the use of PATHS programme. (Promoting Alternative Thinking Strategies).
- There is clear correlation between the quality of teaching and learning, and the progress of learners, and the outcomes achieved across EYFS and Key Stage 1.

Published Data for Summer 2019

	School	National
GLD	75.9%	71.8%
Y1 Phonics	65.4%	82%
Y2 Phonics	No retakes	56%
KS1 Reading Exp+	100%	75%
Greater Depth	33.3%	25%
KS1 Writing Exp+	87.5%	69%
Greater Depth	16.7%	15%
KS1 Maths Exp+	87.5%	76%
Greater Depth	29.2%	22%
KS1 Science Exp	100%	-

Pupil Asset Data for December 2019

Reception (30)	Reading	Exp+ Attainment = 7% Exceeding Attainment = 0%
	Writing	Exp+ Attainment = 0% Exceeding Attainment = 0%

	Number	Exp+ Attainment = 7% Exceeding Attainment = 0%
Year 1 (27)	Reading	Exp+ Attainment = 70% Exceeding Attainment = 10%
	Writing	Exp+ Attainment = 64% Exceeding Attainment = 7%
	Maths	Exp+ Attainment = 73% Exceeding Attainment = 10%
Year 2 (31)	Reading	Exp+ Attainment = 54% Exceeding Attainment = 8%
	Writing	Exp+ Attainment = 38% Exceeding Attainment = 0%
	Maths	Exp+ Attainment = 42% Exceeding Attainment = 0%

- The percentage of children achieving exceeding / greater depth at EYFS and KS1 is identified as one of our areas of focus in the 2019/20 SIDP, alongside phonics.
- There is a good ethos and atmosphere for learning and good support from TA's. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- They identify and support pupils who start to fall behind and intervene quickly to help them to improve their learning. Children are given next steps in their learning. By the time they leave this school pupils are applying their core literacy, numeracy and ICT skills very well across the curriculum.
- Provision for pupils with special educational needs is a strength of the school. Pupils with specific learning difficulties are quickly identified and provided with targets which are reviewed regularly. Targets set are SMART contributing to pupils' progress. Pupils are very well supported by TA's, intervention groups and by their peers.
- More able talented pupils are identified and special provision is made to encourage them to pursue their gifts or talents, within the constraints of what is possible and appropriate in an infant school e.g. science day, PE day occurred with our Federated school and another infant school from the cluster. There will now be increased opportunities for pupils to have experiences at other schools across UET. We extend learning opportunities both through a focus on quality first teaching, and additional planned activities that support and embed our curriculum intent.

- Teachers make very good use of ICT as a teaching and learning tool. Children are encouraged to use the interactive white board as well as a range of hardware and software available in the classroom. Children are consequently at ease with items such as digital cameras, bee-bots, microscopes, i-pads, visualisers, computers and sound equipment.
- The curriculum at King's Park is built around our mission statement that children establish a life-long love of learning through excellence and enjoyment." Our staff support learners to achieve this through effective teaching and learning which enables all learners to develop a deep understanding which underpins the intentions of our curriculum.
- All aspects of the EYFS and National Curriculum are taught to all children through question-led topics which engage and enthuse. This enables our children's voice to lead the learning with their creativity and interest.
- The school is committed to ensuring the curriculum continues to not only meet the needs of our learner but also to enhance, enrich and extend, ensuring that the curriculum is nimble to the needs of new and differing cohorts who join the school. As a result we undertake an annual review of our curriculum.
- Our curriculum, supported by visitors and visits, promotes understanding and valuing of people's diversity and equality very well. The school community includes a small number of pupils from different cultures, backgrounds and religions. Teachers take great care to ensure that all pupils are involved fully in all activities and learning.
- Pupils throughout the school have home learning activities, increasing in complexity and time commitment as they get older e.g. reading, practical mathematics games and talking homework. The aim of the home learning is to consolidate the learning that goes on in school and to prepare pupils for future work.
- Feedback is used effectively, both in books and orally, to ensure children make improvements to their work and understand the next stage of their learning. Formative assessment is used throughout and at the end of every lesson to ensure that subsequent challenges are appropriate. Pupils contribute well to this process through self and peer assessment. All pupils have next steps in writing and mathematics. Teachers plan lessons that take account of individual pupils' next steps. Learning is shared with parents at our termly parent's evenings. Not all parents and carers have the necessary skills to work with their children. The school works hard to enhance parents' skills with regular phonics workshops, maths workshops and reading and maths cafes. PE cafes have also been introduced.
- EYFS parents are invited into school fortnightly for 'Monday Mingle' or 'Fun Friday' (on average 41% of families attend). This is an opportunity for parents/carers to work with their children in the classroom e.g. reading café, maths café, craft session, looking at learning/books. KS1 parents are invited in at least once every half term to work with their children e.g. reading café, maths café, PE café (on average 35% of

Year 1 families attend and 60% of Year 2 families attend). Parents are also invited to our weekly celebration assembly. Engagement with parents is an essential element of supporting all of our children's development.

- Marking is consistent and constructive. By using a system of 'pictorial jigsaw pieces' which help children visually identify how they need to improve their work and ensures that children make good gains with their learning. KS1 children are acting on this feedback through the use of 'green pen'.
- Moderation occurs across the Federation and Unity Education Trust for EYFS and KS1. Our teachers also moderate with another infant school within the cluster and within the cluster itself.
- All teachers make comprehensive use of the summative data available to them. Data is submitted on Pupil Asset for the core subjects at the beginning of the school year and towards the end of every term. This data is then analysed by the Headteacher, Deputy Headteacher and subject leaders. Class teachers will also look at this data in preparation for their pupil progress meeting with the Headteacher and Key Stage Lead. Teachers will analyse results for groups of children (boys, girls, SEN, FSM, summer born, double disadvantaged and EAL) and identify those who are making expected progress, below expected progress. The attainment of these groups will also be looked at. Actions are agreed and monitored as we use data very effectively to target intervention and to support and stretch our learners.
- The school have implemented strategies to encourage and implement reading at home, for example the 'Reading Racetrack Strategy' where children are awarded a book from a selection of genre when they have read on twenty occasions at home, to promote the love of reading in our children.
- Additional Catch up intervention is implemented on an individual needs basis by both teachers and teaching assistant with clear success criteria and targets to move on.

Next Steps: (from SIDP)

- **To ensure the continued effectiveness of the curriculum for our children focusing on the intention, implementation and impact.**
- **To ensure staff are familiar with using the language of the new curriculum – the 'why' of learning.**
- **Through data analysis, to focus on the challenge in lessons to ensure that children are able to develop the greater depth skills needed for the end of Key Stage 1.**
- **To ensure continued consistency in the development of children's comprehension skills and understanding the learning focus of love of reading.**
- **To regularly review our calendar of activities linked to creativity, music, dance, drama, art and Science, to immerse children in learning activities which enhance the curriculum, ensuring the utilisation of links within the Trust with students learning from students.**

Why the Quality of Education is not the grade above:

- We believe the school securely and consistently meets the criteria for a good quality of education and the focus on the teaching of phonics is a key focus within our school development plan to enable all staff to be confident and competent in teaching phonics across EYFS and KS1.
- We have identified the attainment of pupils at KS1 achieving greater depth in reading, writing and maths as an areas of focus for 2019/20, as we are on the cusp of outstanding outcomes.
- Whilst the quality of education provided is good, and outcomes are at least in line with National outcomes, the strategies in our development plan will ensure consistency over time
- Our curriculum intent and implementation are embedded securely and consistently across the school and continue to be a focus.
- Pupils' work across the curriculum is not yet wholly consistent at KS1.
- Pupils consistently achieve highly – especially the most disadvantaged and those with SEND. A focus for 19/20 is to increase the percentage of children achieving greater depth.

2019	Disadvantaged		SEND (K)		SEND (E)	
	School	National	School	National	School	National
GLD	60% (5)	57%	100% (1)	29%	0% (1)	5%
Y1 Phonics	62% (13)	71%	33% (3)	48%	0% (2)	20%
KS1 Reading	100% (5)	62%	(0)	33%	(0)	13%
Exp+	0%	14%		5%		2%
GD						
KS1 Writing	80% (5)	55%	(0)	24%	(0)	9%
Exp+	0%	7%		2%		1%
GD						
KS1 Maths	80% (5)	62%	(0)	36%	(0)	14%
Exp+	0%	12%		5%		2%
GD						

Why the Quality of Education is not the grade below:

- The quality of education is good
- Outcomes for pupils are at least in line with National data expectations
- Parents are given information about how well their child is progressing, how well their child is doing in relation to standards expected, and what their child needs to do to improve. In some cases guidance is also given about how parents can support learners.
- Teachers celebrate the success of learners.
- The curriculum provides children with an understanding of people and communities beyond their immediate experience.

Personal Development

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- The school judges the personal development of our children to be Outstanding as the school meets all criteria for good **securely** and **consistently**
- Personal development is exceptional as demonstrated through the impact that the Learning Powers have on all aspects of children's development.

- The school promotes the personal development of pupils, going beyond the expected so that pupils have a wide, rich set of experiences which are developing this year with more opportunities for exchange and support from Trust schools and children.
- Opportunities for pupils to develop their talents and interests are of exceptional quality
- There is a strong take-up by pupils of opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work
- Rich experiences are provided in a coherently planned way in the curriculum, through extra curricular activities, and considerably strengthen the school's offer
- Developing pupils' character is exemplary and worthy of being shared with others

- Children and staff have worked together to identify our school rules. These are frequently discussed in assemblies and during PATHS sessions. Parents are aware of our school rules and learning values, and our parental questionnaire demonstrates that the majority of parents feel that behaviour is good at King's Park.

- Children are learning about British Values throughout the curriculum and experience them in procedures and practices in school e.g. school council.

- The school has developed 'learning powers' that are evident in all activities across the school – Inspector Independent, Creative Crusader, Co-operation Cop, Resilient Ranger and Captain Curiosity. This enables the effective development of character in all of our children and the schools' celebrations.

- The school offers numerous opportunities to develop pupils' SMSC through visits, visitors, experiences and school assemblies. The school has links with a school in Malawi through the Dedza Norfolk organisation, a Malawi day is held annually to allow children to find out about life as a child in Malawi. A teacher from King's Park visited our partner school in Malawi during May half term 2019, and we had a reciprocal visit by the Headteacher from Malawi.

- The school has very good systems in place to ensure that pupils feel very safe and are well supported by the adults in the school. Children say that they feel safe and that they would speak to an adult if they were concerned. Staff receive regular training and are supported by effective systems, including the new CPOMS recording, monitoring and tracking system in 2019/20.

- The school also encourages a sense of responsibility for others. All pupils have the opportunity to talk to staff through such activities as PATHS, one to one work and small group working. All children have at least one adult with whom they feel sufficiently secure to raise any problems.

- Children know how to complain if the need arises and all feel listened to. Staff model appropriate behaviour, listen carefully and value children's ideas and points of view. Adults always treat children and each other with respect and therefore mutually respectful relationships are a strong feature of the school. Through this, children feel very safe and very well supported. Pupils discuss the importance of risk taking in the context of keeping safe, in our PATHS curriculum work. The NSPCC PANTS approach is also developed and led for children within the school to develop awareness of personal wellbeing and safety.

- Our partnership with the Benjamin Foundation's 'Time for You' sessions which ensures bespoke support for children who are going through particular difficulties. Mental Health First Aid Training is also planned for Autumn 2019.
- Children are aware of their responsibilities to keep themselves and others safe in school. Classroom rules are negotiated with children. All pupils follow the school rules. Pupils learn to stay safe in school, such as by not wearing jewellery in PE or games and using warming up and cooling down exercises. Pupils learn and understand safety with respect to water, electricity, fire, road safety and safety in the home. E-Safety is taught through assemblies and it is integral to the school's Code of Conduct. E-Safety is also taught across the whole curriculum.
- The school has a clear focus on healthy living which is discussed as part of the science curriculum. Mid-day supervisors ensure active participation for all in playground games and monitor safety. All children have access to sport within the WNDSSP sports partnership and are able to take part in an external sporting activity over the course of a year e.g. tri-golf, athletics, football, cricket and multi-skills.
- Pupils are aware of how to behave towards pupils from different backgrounds and hence, pupils from all backgrounds get on very well together. Pupils understand the difference between boisterous play and bullying and incidents of the latter are rare. Any incidents that occur in school are dealt with immediately.
- Highly effective arrangements are in place for the induction of children into the school. Children therefore feel safe and well looked after. Y2 children visit their new school for the final 5 days of the school year before starting and additional visits are given to those deemed most vulnerable. In 2018/19, a new transition project over three days in Summer Term was initiated with Dereham Church of England Junior Academy. The programme included joint visits to the cinema, Year 3's returning to their previous Infant School, and Year 2's visiting their new Junior School. Children share their goals and ambitions for the future which is celebrated annually in the Year 2 Leavers' assembly.
- Our commitment to equality and diversity ensures that all children access and have opportunities in all areas of our curriculum and extra-curricular activities. There are opportunities for after-school clubs including sporting activities for children to engage with out of hours.
- Our celebration assemblies not only recognise the achievements within school but also the achievements of children out of school in their communities. Examples include Sporting Achievements, Beavers' Awards etc

Next Steps: (informed through SIDP)

- **To review and continue to re-evaluate the transition from reception to year 1 including through pupils voice, so that each cohort joining the school move from continuous provision to a more structured approach sooner in the Autumn Term.**
- **To establish parent forums to gather the views of parents on celebrating success.**

Why Personal Development is not the grade above:

- We believe that Personal Development of our children is Outstanding.

Why Personal Development is not the grade below:

- Personal development is at least good. We believe that we securely and consistently meet all of the criteria for GOOD

Behaviour and Attitudes

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- Pupils across the school show a positive attitude to all aspects of school life. They come to school regularly and happily. They move around school calmly, engaging with other children and adults in a courteous and confident manner. They are polite to staff and follow instructions where necessary.
- Pupils have a range of opportunities to develop their roles and responsibilities and ensure their voice is heard within school council, eco-committee and 'playground pals'. Students have showcased their school for stakeholders sharing their pride in their school.
- Children have excellent attitudes to their learning and this has a strong, positive impact on their progress. They listen carefully, work well with each other and are active learners. Staff have high expectations of children in class and around school.
- Where children show any challenging behaviours, staff work well together to support them so that incidents are infrequent and disruption minimal. Behaviour and risk management plans are written to support these children. Advice from Specialist provision, for example the Short Stay School for Norfolk, Cluster SENCo, Educational Psychologist are used as appropriate to support our children.
- Fixed Term Exclusions are rare, and there have been no Fixed Term Exclusions in 2018/19. No permanent exclusions have ever been necessary within the school. Staff manage behaviour exceptionally well through the strength of the team ethos.
- All children are proud of their achievements and of their school, this is evident in our star of the week assembly and through our celebration of learning powers.
- Teachers are very skilled in behaviour management and have established very good positive relations with pupils. Children, staff and parents have engaged well with our 'dojo points' system for positive behaviour. Children look forward to their prize from the Headteacher for every 20 points they receive.
- The school council offers pupils the opportunity to have their say in their school. They decide how to raise money for charity events (e.g comic relief, children in need), choose playground resources and have been part of staff appointments.
- The school has an eco-committee which has achieved their Bronze Award and currently working towards their Silver Eco-Award. This enables children to share their feelings and thoughts about the school environment to the linked Governor

and link staff member.

- Attendance for 2018-19 was 96%. Average attendance for pupil premium children was 95%. Attendance is promoted by a weekly class award - the class with the highest attendance receive a trophy to keep for the week. Children who had 100% attendance in 2018-19 received a book token. Attendance levels are monitored by the Headteacher and school office and class staff know it is also their responsibility to raise concerns. This attendance data is shared with the governing body. The school office contacts parents if their child is absent and we have had no message as to the reason why. Attendance is currently 99% (13th Sept 2019).
- The Parental Questionnaire completed in March 2019 identified high levels of parents agreement from 68% of the parents/carers of the school:

		Strongly Agree	Strongly Agree/Agree	Agree	Agree / Disagree	Disagree	Strongly Disagree	Didn't Answer
1	My child is happy at this school	84% (42)		10% (5)	4% (2)	2% (1)		
2	My child feels safe at this school	78% (39)		20% (10)	2% (1)			
3	My child makes good progress at this school	74% (37)		22% (11)	4% (2)			
4	My child is well looked after at this school	70% (35)		26% (13)	2% (1)	2% (1)		
5	My child is taught well at this school	78% (39)		16% (8)	4% (2)			2% (1)
6	My child receives appropriate homework for their age	54% (27)		36% (18)	4% (2)	4% (2)		2% (1)
7	This school makes sure its pupils are well behaved	60% (30)		32% (16)	8% (4)			
8	This school deals effectively with bullying	46% (23)		36% (18)	4% (2)	6% (3)		8% (4)
9	This school is well led and managed	68% (34)	2% (1)	26% (13)			2% (1)	2% (1)
10	This school responds well to any concerns I raise	62% (31)	2% (1)	28% (14)	4% (2)	4% (2)		
11	I receive valuable information from the school about my child's progress	60% (30)		32% (16)	2% (1)	2% (1)	4% (2)	
12	I understand the role and responsibility of the governing body	42% (21)		50% (25)		8% (4)		
13	I know how to contact the governing body if I needed to	34% (17)		40% (20)		26% (13)		
14	Would you recommend this school to another parent?	76% (38)		18% (9)	4% (2)		2% (1)	

- EYFS parents are invited into school fortnightly for 'Monday Mingle' or 'Fun Friday' (on average 41% of Reception families attend). This is an opportunity for parents/carers to work with their children in the classroom e.g. reading café, maths café, craft session, looking at learning/books. KS1 parents are invited in at least once every half term to work with their children e.g. reading café, maths café, PE café (on average 35% of Year 1 families attend and 60% of Year 2 families attend). Parents are also invited to our weekly celebration assembly.

Next Steps: (from SIDP)

- To ensure the system remains robust to challenge and support families by ensuring effective identification and monitoring of those at risk of PA.
- To implement, monitor and evaluate the new CPOMS System for ensuring the safeguarding and welfare of all children.
- To explore using CPOMS for behaviour data management and analysis of patterns linked to attendance and any records of concerns.

Why Behaviour and Attitudes are Good:

- We judge the school to be at least good in pupil Behaviour and Attitudes as we meet all of the criteria for good in behaviour and Attitudes consistently
- Behaviour and attitudes are exceptional because pupils are aware of the expectations of the school, any issue is dealt with swiftly and effectively.
- Pupils have consistently high levels of respect for others, have the opportunity for positive roles within the school environment where commonalities are identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties, and make a tangible contribution to the life of the school.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Why Behaviour and Attitudes are not the grade below:

- Behaviour and attitudes in the school are at least good and are secure and consistent
- Pupils are safe and they feel safe.

Leadership and Management

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- Since appointment, the Headteacher has provided clear direction and re-established appropriate systems and structures as well as developing rigorous quality assurance frameworks. All stakeholders are aware of the school's current position and what needs to be done to move forward. All adults, teaching and non-teaching as well as governors, feel highly valued as part of the team. The Chair of Governors comes into school regularly and governors attend an annual Governor Day.
- The Headteacher, Deputy Headteacher and the newly appointed Senior Teacher provide clear strategic direction for the school and are committed to improving pupils' achievements and being outstanding in every aspect of the schools work. They receive the full support of the staff and the governors for the school's very clear educational direction. All are eager to learn from each other and welcome opportunities to share expertise. The Chair of Governors, Link Trustees, the CEO and the Director of School Improvement take part in regular Learning Walks with the Headteacher.
- The Headteacher ensures that leadership at all levels regard their key priority to be to constantly strive for further improvements in the quality of our teaching, progress and achievement of children. The strategic focus of the SLT and curriculum leaders

spend a high proportion of their time on this activity in order to further raise standards and improve progress. The SLT set high expectations of the staff through the quality of their own teaching, the relationships they build with children and parents and all other aspects of their work. They are ambitious for the school and work hard to make this ambition a reality.

- All staff are held to account through constant monitoring of their work on a daily basis. The SLT will challenge anything they see that is not of a high enough standard or does not comply with school procedures. Teachers are observed in a no notice, drop in system. In addition to this formal lesson observations also take place. These observations are backed up with book/work scrutiny and pupil progress meetings. If these observations show that any element of teaching is less than good, an informal action plan would be put in place. If improvements are not made then more formal action would be taken.
- Robust appraisal (through Lessons Learned) identifies the strengths and weaknesses of every teacher and a programme of CPD and support is devised from the process. Challenging targets are set based on the evaluation, the relevant Teachers Standards and the teacher's level of experience. Salary progression is clearly linked to teacher's performance. Last year's teacher appraisal targets focussed on:
 - Improving standards in phonics teaching
 - Effective teaching of reading
 - The teacher's contribution to school improvement
- During staff meetings staff are encouraged to reflect on their teaching and CPD opportunities and this has led to school improvement.
- Assessment systems are becoming embedded across the school. Teachers are focussing on what the children have learnt and what they need to know next. This is reflected in the written and oral feedback that children are given. Children can talk about what they are learning and make references to learning on their working walls. Assessments are recorded on Pupil Asset **every term** for each subject area. This data will then be analysed by the SLT and subject leaders. Teachers will meet the Headteacher and Key Stage lead for a pupil progress meeting at the end of each term. This meeting will focus on the progress of all children as well as vulnerable groups, SEND and higher achieving pupils. Moderation takes place across the Federation, UET and with schools within the Dereham cluster. Year 2 took part in statutory moderation in 2016 and moderators agreed with schools judgements. Reception took part in statutory moderation in 2018 and moderators agreed with the schools judgements.
- Intervention strategies are employed as and when the need is identified. This is based on shared analysis of assessment data. The effectiveness of intervention strategies is monitored and changes made if required. The pupil premium funding is used to fund extra teaching assistant hours which enable teaching assistants to run intervention sessions including Talk Boost, Benjamin Foundation support, resourcing for families to visit school for the wide range of café activities, and plans for Children's University.
- 2019 Pupil Premium Data:

	Reading	Exp+ Attainment = 67%
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Reception (6)		Exp+ Progress = 100%
	Writing	Exp+ Attainment = 67% Exp+ Progress = 100%
	Number	Exp+ Attainment = 67% Exp+ Progress = 100%
Year 1 (12)	Reading	Exp+ Attainment = 43% Exp+ Progress = 93%
	Writing	Exp+ Attainment = 21% Exp+ Progress = 50%
	Maths	Exp+ Attainment = 29% Exp+ Progress = 64%
Year 2 (5)	Reading	Exp+ Attainment = 100% Exp+ Progress = 100%
	Writing	Exp+ Attainment = 80% Exp+ Progress = 80%
	Maths	Exp+ Attainment = 80% Exp+ Progress = 100%

- Every teacher leads at least one subject across the Federation and staff know that maintaining high standards is everyone's responsibility. As part of the curriculum leader's role, they observe their subject in each class in the Autumn term, work scrutiny in the Spring term and talk to children and staff in the Summer term. Each subject leader has also written an action plan sharing the intention, implementation and impact with Governors and Trustees, for their subject and will be looking at data in order to compile a subject leader report.
- SLT monitors coverage of the curriculum and short and medium term lesson planning, supplemented by the Headteacher periodically. This is supported by subject leaders who monitor their subject area.
- The adequacy and suitability of the staff is judged at least good, with an element of outstanding practice. The school and its pupils benefit from a good mix of highly skilled and experienced staff. Each contributes something important to the quality and management of teaching and learning. Every teacher acknowledges their role as managers of the quality of their own teaching and their pupils' learning. TAs play a critical role in supporting individuals and groups in their learning, under very good direction from teachers.
- Teachers have attended courses to develop their leadership roles. The Federation is part of VNET and has participated in many CPD opportunities to aid school improvement.

- The Federation is part of the WNDSSP – sport’s funding has been used to upskill staff in the teaching of PE, culminating in a Trust Sports’ Day in July 2019.
- With the guidance of the Trustees, Headteacher, Chairman and the Clerk, governors fulfil all their statutory responsibilities. The governing body is made up of a good mix of professionals, staff, parents and some members of the local community. The governing body is effective in driving improvement and understands the work of the school, and its strengths and weaknesses. It contributes well to defining the strategic direction of the school.
- Parents and carers are overwhelmingly supportive of the school. The Senior Teacher has responsibility for strategies for engaging with parents and have very successfully established good working relationships through a range of curriculum activities and workshop events to develop parent’s skills.

Staff Wellbeing

- All staff have a clear understanding of their roles and responsibilities. The Headteacher and Deputy Headteacher ensure that time is planned effectively in order to reduce unnecessary workload of their staff team.
- Meetings are always scheduled within the calendar in advance and aware of the number of meetings in any week.
- The ethos of the school is built around effective teamwork and support for one another.
- Trust wellbeing event – planned March 2020
- Marking and feedback workshop DFE toolkit – workshops will continue for 19/20 across the trust and is centred on the DFE workload toolkit

Safeguarding

- Safeguarding is effective
- The school has clear and effective policies, strategies and procedures to ensure the safeguarding and welfare of pupils.
- Child protection procedures are robust and accurately followed.
- The school adheres to national procedures. All staff training is fully up to date. The SCR is maintained precisely in accordance with prescribed procedures. A safeguarding audit (20.3.18) by the LA verified this judgement.
- Safeguarding is given a high priority with the Headteacher (designated Safeguarding lead) and Deputy Headteacher (alternate Safeguarding lead). Headteacher and Chair of Governors have attended Safer Recruitment training.
- One governor has the responsibility for Child Protection and Safeguarding issues and keeps the full governing body informed and involved with new developments and procedures. Safeguarding training was delivered to all staff at the beginning of the academic year 2019-

20.

- The whole staff team have been trained in safeguarding procedures and how to raise concerns about children. Training encompasses all aspects of Keeping Children Safe in Education (DfE Statutory Guidance) including our school-specific policies and procedures to ensure effective safeguarding. This includes focus on staff duties in reporting FGM, Online/E-Safety, The PREVENT Duty and Operation Encompass.
- Information relating to safeguarding is recorded accurately. The school is moving to the electronic system CPOMS from September 2019. Concerns are promptly referred both internally and to other agencies as part of Norfolk's Safeguarding Children Board policy and CADS. A safeguarding audit (20.3.18) by the LA verified this judgement.
- The strategy of a Managed Move for a child was employed in the school in 2017/18 involving close and effective liaison with the receiving school with due diligence to ensure the welfare and wellbeing of the pupil.
- Parents choosing to Home Educate their child is rare.

Next Steps: (linked to SIDP)

- **To review the delivery of phonics to ensure a consistent approach across EYFS and KS1 to raise the confidence level of staff in ensuring purposeful progress-led phonics sessions.**
- **To ensure subject leaders feel challenged and supported in writing and developing consistent action plans and reports through the subject on a page approach.**
- **To continue to plan creative and adaptive approaches to promote and reward children's love of reading, engaging parents as an integral part of the process to encourage daily reading at home.**
- **To share the outcomes of the marking and assessment working groups, trialling and sharing best practice as part of an ongoing school Improvement focus across Trust schools.**
- **To increase the percentage of EYFS children achieving exceeding ELG's in writing, reading and maths.**
- **To ensure cursive writing is consistently taught and embedded in EYFS.**

Why Leadership and Management is judged good:

- The school meets all criteria for good in leadership and management **consistently**
- Leaders are good in knowing and recognising their staff, and engaging with them at all opportunities to celebrate, challenge and support individual and whole-school development.
- Leaders ensure teachers receive and deliver focused and highly effective CPD.
- Teachers' subject, pedagogical and pedagogical subject knowledge have consistently built and developed over time which are evident translating into improvements in the teaching of the curriculum, and in pupil outcomes.

Why Leadership and Management is not the grade below:

- Leadership and management are at least good
- Safeguarding is effective

Effectiveness of EYFS	1	2	3	4
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- Our EYFS provides an inspiring, enabling and creative learning environment in reception.
- The EYFS curriculum is based around the areas of learning and topics always start with a question. The question enables staff to effectively gauge the pupils prior knowledge and interest. From this, the continuous provision is planned and sequenced to support their interests and ensuring children make progress in their learning.
- A stimulating continuous provision in reception ensures that learning in the class is reflected in the outside environment and will be enhanced even further during 2019/20 as part of our SIDP.
- The quality of teaching in the early years is good. Regular learning walks by the senior management team are used to monitor and maintain this high quality of teaching and learning. The EYFS lead is working across the Trust as her provision is exemplary and worthy of sharing with others.
- EYFS staff have received training on ‘engaging adults in play’ and use questioning to challenge and deepen children’s thinking. A recent questionnaire for early year’s staff has enabled a collaborative approach to improving practice. Children enter Reception just below average and make good progress throughout the year. Moderation is completed by nursery and reception staff across the Federation, cluster and UET.

2019 Reception data – Exp+ Progress

	READING	WRITING	NUMBER
All (29)	97%	97%	97%
Boys (14)	93%	93%	93%
Girls (15)	100%	100%	100%
Pupil Premium (6)	100%	100%	100%
Not Pupil Prem (23)	96%	96%	96%
Summer Born (14)	100%	100%	100%
Service Child (1)	100%	100%	100%
LAC (0)	-	-	-
SEN – E (1)	100%	100%	100%
SEN – K (1)	100%	100%	100%
EAL (3)	100%	100%	100%

- The EYFS classrooms have inviting reading areas to encourage children to look at books. They employ Guided Reading and read regularly with children with many of the themes being based around stories.
- Whole class Maths sessions occurs daily within EYFS (including nursery). Maths can be found within the continuous provision and adult-led activities

- Daily phonics sessions occur and phonics is within our continuous provision. Children read with an adult at least three times per week, with a focus on disadvantaged reading daily with an adult. Cursive handwriting is taught from the beginning.
- Planning shows a good balance of adult led and child initiated ideas, acknowledging each child is unique and can make valuable contribution to their own learning. This is achieved by quality observations made by all staff. Children's next steps are informed by the use of formative and summative assessment and are clearly shown and shared with children in learning journeys.
- Headteachers from UET schools and our SLE link for 2018/19 undertook work scrutinies and learning walks commenting favourably on the improving outcomes and structures of learning within EYFS.
- We work closely with parents to create a positive partnership strongly believing that working together has had a positive impact on the children's development. Early year's classes hold fortnightly 'Monday Mingle / Friday Fun' sessions to give parents the opportunity to share and contribute to learning journeys and enjoy quality time with their child and class teacher (on average 41% of Reception families attend). We have reading cafes, maths cafes and phonic workshops which are well attended (on average 48% of Reception families attend). We actively embrace a keyperson approach to make sure each child feels individual, cherished and safe in school making good attachments with a named member of staff.
- To ensure that transition into Reception is successful we complete home visits in the summer term and invite children and parents into class for induction days. Visits are made by the class teacher to local feeder preschools and nurseries. We ask parents to complete an 'all about me' booklet with their children which we share when they begin in the autumn term. Parents are actively encouraged to share concerns verbally with the class teacher or keyperson.
- To support transition into KS1, children have experienced three full days in their new class. The new class teacher visits the Reception class prior to transition to read stories and spend time with their new class.
- In Year 1, an element of continuous provision is evident during the first few weeks of the half term.
- Staff attend and value cluster EYFS training and network meetings. The sharing of EYFS training across both schools and Trust is viewed very positively as it enhances provision.
- Safeguarding is paramount and effective within the setting and fully inclusive of the children's health, safety and well-being. Policy, training and risk assessments are reviewed and shared with all staff to maintain all children's safety. Children are encouraged to manage and take risks motivating them to become independent thinkers.
- Children within EYFS are encouraged to eat fruit and drink water/milk during the rolling snack-time. They are encouraged to be independent at managing their own snack time and choosing outside/inside location for their learning, play and exercise.

- Behaviour expectations are high in EYFS and positive relationships between staff and children are firmly embedded. Adults are good role models teaching children to value and respect each other.

Our objectives for 2018/19 below have all been met and have been embedded throughout the year:

- Continuing to improve attendance at parental events.
- Allowing children to demonstrate and embed learning in all areas of the curriculum within the continuous provision.
- Improving the quality of the teaching and learning environment in nursery.
- Ensuring that moderation occurs.
- Increasing the % of children achieving GLD.
- Ensuring that valuable observations are made across all areas of learning

Next Steps: (linked to SIDP)

- **To increase the percentage of EYFS children achieving/exceeding ELG's in writing, reading and maths.**
- **To ensure cursive writing is consistently taught and embedded in EYFS.**

Why EYFS is judged to be Good:

- The school meets all the criteria for good in the effectiveness of early years
- Quality of early years education provided is good as demonstrated through the provision and outcomes for children
- Our curriculum has no limits or barriers to children's achievements regardless of background or need. High ambition is shared by staff.
- The Impact of our highly effective curriculum on what children know, can remember and do is a strength of our provision
- Children are deeply engaged in their learning and sustain high levels of concentration evidence through regular walks
- Children including those from disadvantaged backgrounds do well (see 2018/19 Data Outcomes)
- Children with SEND achieve the best possible outcomes
- Children are highly motivated and eager to join in, sharing and co-operating well and demonstrating high levels of self control and respect for others
- Children consistently keep on trying hard particularly if they encounter difficulties as evidenced through our Learning Powers.

Why EYFS is not the grade below:

- The effectiveness of early years is at least good