

How good is our school?

Every year the governors and school leaders spend time monitoring the quality of the work we do in school, and evaluating what has improved and where the school needs to focus its work to make our provision even better for our pupils. We always want to do more to support our children!

In the summer term of 2016 Ofsted inspectors who visited our school reported that this is a GOOD school.

What Ofsted said needed improvement in May 2016:

Priority 1: Improve teaching and learning and accelerate pupils' progress so that teaching staff:

- adapt learning promptly and as necessary to meet the particular needs of pupils
- ensure that they challenge the most able pupils to achieve the high standards they should.

Priority 2: Strengthen leadership and management by:

- making sure that leaders and governors include desired outcomes in action plans that they can measure easily, so that they will know how successful they have been in improving pupils' progress.

Attainment and Progress in all subjects has improved (National results in brackets)

	2013	2014	2015	2016
EY GLD		78 (61)		78 (61)
Y1 Phonics	57 (69)	85 (74)	89 (61)	90 (77)
Y2 KS1 Attainment				
Reading L2B+ 2016- Expected L3 Standard	60 (79) 16 (29)	80 (81) 33 (31)	85 (82) 55 (32)	89 (74)
Writing L2B+ 2016 Expected L3 Standard	60 (67) 12 (15)	77 (70) 27 (16)	85 (72) 25 (18)	89 (66)
Maths L2B+ 2016 Expected L3 Standard	64 (78) 20 (23)	80 (73) 43 (24)	95 (82) 45 (26)	86 (73)
Y6 KS2 2016 Expected Standard				
Reading L4B+ L5	85 (86) 60 (44)	96 (89) 72 (49)	92 (80) 75 (48)	90 (66)
Writing L4B+ L5	80 (83) 40 (30)	88 (85) 32 (33)	88 (87) 50 (36)	76 (74)
Maths L4B+ L5	80 (85) 35 (41)	92 (86) 44 (42)	92 (87) 54 (41)	86 (70)
Grammar Punctuation Spelling L4B+ L5	80(74) 55 (47)	84 (76) 52 (52)	79 (73) 67 (55)	90 (72)
Reading Writing Maths L4+ L5	80 (75) 30 (21)	84 (79) 32 (24)	88 (80) 38 (24)	71 (53)
Progress KS1 – KS2				
Reading 2 levels 3 levels	88 (88) 18 (30)	100 (91) 63 (35)	96 (91) 50 (33)	
Writing 2 levels 3 levels	94 (91) 6 (30)	92 (93) 29 (33)	100 (94) 33 (36)	
Maths 2 levels 3 levels	79 (88) 18 (31)	96 (89) 33 (35)	96 (90) 29 (34)	

Things that have changed since 2014

1. The impact of teaching has improved because pupils are involved in gathering evidence that they have met their targets and they know their next steps.
2. Teachers explain how maths problems could be solved and staff ask questions to check that pupils understand their work.
3. The outcomes for all children, especially the more able, have improved because the work set is challenging.
4. Leadership has developed because staff collect evidence that show they have met their targets to improve teaching.
5. All Subject Leaders and governors keep a close eye on the progress made by each year group and different groups of pupils.

How we evaluate our work as a school:

We check our work in many different ways:

We check that we keep all our children safe by monitoring our safeguarding practices.

- Senior staff monitor teaching and learning by observing and working with teachers and support staff.
- We check how much progress our children are making and whether they are achieving the learning they should for their school year group.
- We look at how well our pupils are achieving compared to other children in the country.
- We check whether all groups of children are doing as well as each other in school, and whether children have the right support.
- We look at children's work and talk to them about it to set their new goals.

External checking also takes place!

- The work of the school, including that of senior staff and the Headteacher is monitored by the governors to check that the school is putting in place the right things to make improvements quickly.
- We use National and Local Authority data, such as RAISEonline and the Termly Report Card to check our children's achievements and progress and to identify areas where we need to change things to help our pupils achieve even more.
- Advisors from the Local Authority and DNEAT come into school to evaluate our teaching and to give us ideas about what to do next to improve.

- We make visits to other schools to share new ideas and to check that what we are doing is at least as good as in other schools.
- We have regular visits from DNEAT educational consultants and up to July 2016 the Education Challenge Partner and Norfolk Better to Best System Leaders who check that our work is at least as good as other schools in the country.

As a result of our evaluating the quality of our provision the school has identified some priorities for 2016-2017 to improve what we do for the children even further. The priorities are decided by consulting governors, staff, pupils and parents in surveys held throughout the year.

There are several main areas for identified for the school improvement and development plan:

Leadership and Management	<p>To meet the needs of all learners through the school's distinctive Anglican character.</p> <p>To ensure that leaders and managers respond positively to raise standards.</p>
Quality of Teaching, Learning and Assessment	<p>To raise attainment and accelerate progress for all pupils, especially in Mathematics and Writing.</p> <p>To provide at least good teaching, learning and assessment throughout the school.</p> <p>To improve assessment to support learning.</p>
Personal Development, Behaviour and Welfare	<p>To make sure that the personal development, behaviour and welfare of pupils is of a consistently high standard.</p> <p>To ensure that fundamental British Values and the spiritual, moral, social and cultural development of pupils is embedded into our whole school curriculum.</p>
Outcomes for Pupils	<p>Consistently good quality teaching leads to improved learning outcomes for pupils.</p> <p>To improve the outcomes for pupils with SEND.</p>

Each of these actions has been split into smaller tasks so that progress can be monitored throughout the school year. The governors make regular visits to school to check the plan is being put into place effectively and most importantly that it is having a positive effect on the quality of provision for our children.

Governors meet with senior staff and teachers several times a year in committees and receive reports about how well children are doing as a result of the changes being made, and to find out whether the plan needs changing.