

Self-Evaluation Form October 2021



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Context

Caister Infant School is a three-form entry setting serving pupils aged 2-7, situated in a large village on the east Norfolk coast. Our families live in a mixture of private and social housing, and coastal deprivation is a real issue. The proportion of pupils travel to the school from the neighbouring town of Great Yarmouth, which experiences significantly high levels of deprivation. Furthermore, a higher-than-average proportion of the adult community lacks educational attainment and skills.

There are currently 312 pupils on roll. They are overwhelmingly white British; increasing numbers of pupils have EAL. Pupils with SEND are higher than national average. Attendance is good and outcomes have been consistently strong over a number of years.

In September 2019, the school federated with its neighbouring junior school. A single governing board and executive headteacher with a joint senior leadership team now oversees the federation for the benefit of all 680 pupils. Since federating, an ambitious plan has been established to address key issues in the community- *raising aspirations, developing understanding of the world, prioritising good health outcomes, championing diversity, building a high-quality environment*- are the key drivers that now underpin the work of the whole federation.

Progress since the last inspection

'Narrow the gap in achievement in writing between boys and girls, and between disadvantaged pupils and others at the end of Year 2'

- Achievement has continually risen for disadvantaged pupils across reading, writing, maths and combined in KS1.
- The gap between boys and girls in writing at the end of KS1 has also decreased from 23.5% in 2015 to 17% in 2019.
- EYFS GLD for disadvantaged children was higher than national non-disadvantaged in 2019. (75%-72%)

'Funding for disadvantaged pupils is used more strategically'

- Funding for disadvantaged children is used more strategically in increasing emotional resilience, support for literacy and numeracy interventions and access to a wide variety of experiences.
- Support for literacy and Numeracy intervention across the school 1-1 and small group intervention



'Pupils are provided with more opportunities to write in a variety of contexts and across all subjects'

- Planning has been adapted to provide opportunities to write in a variety of contexts across different curriculum areas through carefully selected topics/projects.

'Boys who are achieving well act as role models to inspire others'

- In Year 2, several boys have taken on the roles of 'Reading/Writing/Maths Champions', this allows them to act as role models and ambassadors to inspire others, not only with their work but also with their application of knowledge and attitudes towards learning.

'Governors ask challenging questions to leaders about the effectiveness of strategies to improve pupils' performance.'

- Governors have been active in challenging leaders about performance, safeguarding and spending.

'Ensure that the achievement in foundation subjects rises to the same high standard'

- Subject leaders monitoring their subject through triangulation and regular assessment has ensured we are on our way to lifting foundation subjects to the same standard as reading, writing and mathematics. More thorough assessment of foundation subjects has ensured that teachers understand how the children are learning and allows them to plan according to need.



Leadership and Management

The following strengths were identified:

- The newly reformed and Developed Senior Leadership Team has established key roles in school and across the federation which focuses on raising aspirations whilst valuing the strong sense of community in Caister.
- The role of the Subject Leader has been redefined to allow staff to lead their subject area throughout the school ensuring that there is progress, continuity and differentiation, to act as curriculum consultants as and when appropriate and to develop their own professional role.
- Working together across the federation in designing the curriculum and implementing progression documents for each subject area from Early Years to Year 6.
- The Nursery and Reception staff working closely together with the guidance of the Early years Lead resulting in shared planning, moderation, EYFS progression and transition.
- Monitoring has shown significant improvements in planning and assessing teaching and learning and securing a consistency in the raised quality of the learning environments in most classes and across the school.
- Develop a strong curriculum intent which drives improvements to the planning and delivery of the wider curriculum.
- Improved leadership of SEND so that teachers are held accountable for provision and have higher expectations for the outcomes of vulnerable pupils.
- Relationships across the school are highly positive with children, parents and staff. The senior leadership team and governing body focus on improving outcomes, especially for our disadvantaged children. This has been a priority for us after the lockdown period.
- Self-evaluation has become far more rigorous over time. The governing body and senior leadership team use national data to benchmark and set targets for pupil outcomes. Although this year this has been challenging, the school has continued to analyse whole school data and gaps in learning as the children have returned to school after Lockdown.
- Since federating, safeguarding procedures across both schools, are now more robust with effective action taken where needed to ensure all pupils are safe and staff knowledgeable of their responsibilities.
- Performance Management has been refined and we now focus on the impact the teacher has on learning. Each teacher agrees an area of research to investigate and presents their findings at the end of the academic year to governors and the head teacher. Thus, the focus is on evaluating practice and improving teacher performance.
- Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- There is a culture of high expectations among all staff focused on maintaining the very high standards pupils have consistently achieved.
- Pupil premium spending targeted on pastoral care and supporting vulnerable families has led to excellent outcomes for disadvantaged pupils.
- Governors play a full role in setting the strategic direction of the school and hold leaders rigorously to account, securing value for money.
- Transition arrangements are even stronger due to the federation. The school works closer with both its feeder pre-schools and nurseries and its destination junior school to ensure pupils are well-equipped to move on.



- We are a reflective school – we know our strengths and we know what we have to do to improve. Improvements plans reflect this.
- The reading leads across both schools work closely together to ensure consistency in teaching synthetic phonics, this continues into year 3 where children continue the scheme until they have completed it.

An ambitious plan for school improvement has been written addressing key areas for improvement:

- Reviewing and reforming the senior leadership team to identify key responsibilities.
- Frequent meetings between the federation senior leadership team.
- Establishing roles of the phase leaders where roles are clear.
- Identifying professional development requirements for all staff using high quality CPD.
- Further develop the role of the subject leader to ensure each subject is clearly mapped out for progression and assessment.
- Subject leaders are supported working alongside other leaders from the federation as well as working with cluster schools.
- Monitoring of subjects to ensure subject leaders can talk confidently about their subjects.
- Underpinning the key drivers throughout the subject area across all age ranges.



Quality of Education

Self-evaluation established the following strengths:

At **Caister Primary Federation** we offer a broad, balanced and rigorous curriculum for all our learners. Our curriculum is designed with knowledge and depth at its heart to ensure that children develop a strong vocabulary base and understanding of the world. Each year group studies one theme per term or half-term which supports the whole school in becoming immersed in the chronological understanding of their knowledge; this fosters the idea that the children's knowledge and understanding is built on and linked throughout their journey with us. The curriculum promotes long term learning, and we believe that progress means knowing more and remembering more.

We have developed six curriculum drivers that shape our curriculum offer. These are closely linked to our vision, aims and values. These all address and respond to the particular needs of our community. They are **Ambition, World Knowledge, High Quality Environment., Good Health, Embracing Diversity and Social Skills.**

The curriculum has been built on current research on how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember and use their knowledge in future years. We help the children to remember their learning through interesting and inspiring lessons and activities based on the National Curriculum; these require the children to think deeply about what they are learning and to consider how this fits in to the wider world. The children have access to a variety of visitors, trips and events that enrich their learning through these experiences.

We promote diversity through the exploration of a number of figures of significance throughout time within our teaching and during our daily assemblies along with our key drivers each year. It is important to us that all members of our school community are healthy physically and mentally. We promote healthy lifestyles in school and want our pupils to develop an increasing understanding of the many different factors that are involved in this. Our curriculum provides opportunities for our pupils to learn about their physical health. In addition, we want our pupils to have a developing understanding of how to maintain good mental health both in and out of school.

Our curriculum, therefore, teaches an understanding of emotions, promotes resilience and encourages an open approach to discussing feelings. We include opportunities for our pupils to learn how to keep themselves safe in all areas of life. An important element of this includes safety on-line and when communicating using technology.

One of our central aims of the curriculum is to ensure that our pupils are both interesting and inquisitive. We want them to be 'interesting' to talk to because they know a great deal about the world and inquisitive enough to find out more and be able to question the world around them with a strong sense of ambition.

In their planning, teachers in each year group are mindful of end of year or end of key stage expectations. Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Formative assessments in reading, writing and mathematics are used to inform provision at all levels. These identify concrete next steps for underperforming or



coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils and the ongoing use of questioning; vocabulary building and application are features of our agreed pedagogy.

RWI Consultant Trainer, Sally Lord, commented during our RWI Development Day in September 2019 that, “staff are passionate about teaching every child to read”. Synthetic phonics is taught systematically, and pupils make good progress. The number of pupils passing the Y1 phonics check is in line with the national average.

Whole school policies focusing on mastery allow teachers to clearly identify what pupils know and what they don’t know, ensuring gaps in knowledge are covered and that challenge is offered to those who need additional stretch. However, 2019 data shows us that we need to do more to ensure that children are actively supported to develop into greater depth writers where this potential is noted. Part of this work will involve securing teacher assessment in writing at greater depth.

EYFS

- Attainment (GLD) was above national, 79% achieved a GLD (National 72%) APS 33.1 (National 34.6%)
- Attainment was above Areas and LA. (Norfolk 73%)
- Attainment of PP was 75% (National 56%)
- Attainment of Communication and Language 84% has increased from previous year 2018 (77.8%)
- Attainment of Physical Development 88% has increased from previous year 2018 (83.3%)
- Attainment of Personal, Social and Emotional Development 84% has increased from previous year 2018 (82.2%)
- Attainment of Literacy 79% has increased from previous year 2018 (71.1%)
- Attainment of Mathematics 84% has increased from previous year 2018 (71.1%)

KS1

- The percentage of pupils that met the expected standard in Y1 phonics (80%) was just below the National figure of 82% but above Norfolk average (79%)
- Percentage of disadvantaged pupils that met the expected standard in Reading, writing and maths has increased.

	2017	2018	2019	2019 National
Reading	40%	53%	63%	62%
Writing	35%	58%	69%	55%
Maths	35%	58%	75%	62%
Combined	25%	42%	63%	50%

- The percentage of mainstream children achieving the expected standard in Reading and Writing in KS1 is above the National average
- The percentage of pupils achieving the expected standard in Maths is broadly in line with National figures.



These areas for development are being addressed through the school improvement and development plan:

- An assessment schedule is implemented where year groups are able to assess and moderate together and that they feel confident in assessing all children. This will result in carefully planned next steps and specific areas to work on in order for the child to continue to make progress.
- The federation's feedback policy is re-developed to provide high quality feedback to pupils to identify how well pupils have learned a topic and to address any misunderstanding and provide the right level of challenge.
- Staff are aware of the progress and attainment of each child through moderating across years groups and cluster schools. Pupil progress meetings are regular, and the data is analysed to ensure every child is making progress. From the analysis, vulnerable groups are tracked and next steps and support are put in place.
- Planning is modified to challenge children and stretch their thinking and understanding.
- SEN assessment will be conducted by the class teacher using the Norfolk Assessment Pathways and using this information to plan individual interventions.
- The SENCo will be involved in all pupil progress meetings to ensure children on the SEN register are making progress as well having the appropriate intervention planned.



Personal Development

Self-evaluation established the following strengths

- Pupils are listened to in the school; there are daily opportunities for their voice to be heard in class as well as through the school council and we prioritise the collection of their views, which we value and act upon. Pupils develop strong friendships during their time at our school.
- The established work of skilled Pastoral Mentors ensures pupils feel confident and self-assured and that instances of bullying are extremely rare.
- Staff are consistent in their approach to behaviour management across the whole federation in using 'Norfolk Steps', following the school's agreed procedures and using a common vocabulary relating to pupils making 'good choices' and using 'walking feet', 'caring hands' etc.
- We seek parent's views across the time their children are in the school. We communicate regularly with parents through letters, our website, texts and our school app and teachers and teaching staff are available to speak to at the beginning and end of every school day. We are proactive in seeking opportunities to engage with the local community, for example we have strong links with the village lifeboat and the local church.
- Tapestry is used as an assessment tool and as a way of engaging with parents across the school. This gives parents the opportunity to understand their children's learning and respond. They can also share learning at home with their child's teacher and classmates.
- The school's positive and caring ethos and high expectations of behaviour and learning for all children supports personal development.
- A strong RE curriculum has successfully raised awareness of the main faiths and increased knowledge, understanding and enjoyment of learning about other faiths and cultures. Celebrations of major religious festivals in assembly and RE result in increased personal insight for all learners.
- The PSHE curriculum across the federation assists children in making appropriate choices. Pupils are able to reflect upon their feelings and those of others extremely well.
- Displays around school celebrate children's high quality creative and artistic skills. Children are provided with regular opportunities to perform drama, music and dance. Their skills in this area are enhanced by quality firsthand experiences provided by visitors, workshops and visits to museums and places of local interest.
- Pupils support each other well, with their thoughtful behaviour being a factor in their successful learning, creating an extremely positive ethos.
- Attendance is good: the school addresses instances of poor attendance with support from its parent support adviser. A robust system is in place which deals with persistent low attendance. Attendance is stable at 96%.
- Attitudes to learning are excellent – pupils want to learn and disruption in the classroom is rare.
- There is now a strong extra-curricular offer which involves opportunities for sport, fitness and creativity.
- Our school is highly inclusive and committed to supporting pupils who may be 'vulnerable'. The school uses a number of school-based strategies, such as Forest Schools as well as growing partnerships with external agencies, in order to support pupils displaying behavioural and emotional difficulties.



- Understanding of safety and risk is developed extremely well throughout the curriculum, for example online safety, and fire, road, water and sun safety.
- Governors ensure effective policies are in place including child protection and the training and support for safeguarding.
- Staff are vigilant with their duty of care regarding safeguarding. They are all trained and know who to report to, where to access safeguarding forms and how to record any worries or concerns, including Prevent.
- All staff, Governors and volunteers sign the Social Networking, Whistleblowing and Code of Conduct Policies. They are all aware of their duty to safeguard children and know school safeguarding procedures and who the Senior Designated Lead and Alternatives are.
- Key staff and governors have completed the Safer Recruitment training online.

These areas for development are being addressed through the school improvement and development plan:

- A new behaviour system was established in autumn 2020. Instances of poor behaviour are considerably reduced. School council behaviour sub-committee reports the new system has been successful in improving behaviour.
- Key staff have been trained in the Norfolk Steps approach with all staff to receive the training by the Autumn term. Staff have worked collaboratively on scripts for addressing challenging behaviour.
- PATHS (Promoting Alternative Thinking Strategies) has been introduced to build pupils self-esteem, resilience, self-regulation and conflict resolution skills.
- Pupils now have more opportunities to represent the school – e.g. Talent Show, Quiz Club; sport and the arts; these opportunities have increased pupils' pride in the school.
- There has been a good range of opportunities to visit and experience places locally, but the need to develop wider cultural links is evident. We have made links with a school in Wigan and we are actively seeking links to schools in other countries.
- Increasing cultural experiences are vital for raising aspiration in our community, especially for our disadvantaged pupil – this is why we continue to fund educational and residential visits for disadvantaged pupils.



EYFS

Self-evaluation established the following strengths

- All groups of learners demonstrate strong progress from starting points because of the high expectations of adults. The percentage of pupils attaining, or exceeding a Good Level of Development has been in line or above the national percentages for the last three years with pupils making excellent progress from low baselines. Pupils currently at the school continue to make good or better progress.
- Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning. This is supported by well-resourced and highly stimulating environments both indoors and outside, which encourages high levels of concentration and engagement. We pay particular attention to the development of language and oracy through a language rich provision and role play activities due to the low starting points in this area for many of our pupils.
- The use of innovative and creative approaches to themed learning, using the stimulus of high-quality texts provides meaningful opportunities for children to apply the skills they have learnt in teaching sessions.
- Children demonstrate independent and resilient learning behaviours and are keen to share their learning with their peers and adults around them.
- Children respond well to the clear structures and adult guidance embedded in daily practice. They can demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour as a result of the skilled intervention of adults. Children with particular needs are catered for well and in partnership with their parents.
- Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons which effectively build on previously learned skills.
- Systematic teaching of phonics, alongside a well-managed home reading programme ensures that children commonly write and read well. Reading is celebrated across the setting and children benefit from both independent and group reading activities. We support parents with reading as soon as they enter Reception, offering Read, Write Inc modelling sessions where parents are invited to watch a live lesson as well as having videos of teaching and best practice shared on Tapestry to ensure parents feel confident in supporting their child's reading at home.
- The quality of teaching from teachers and staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.
- Accurate assessment informs both group and individual need using an online system which supports teachers to be efficient. We have regular pupil progress meetings, with all teaching staff involved in identifying children who are working below age related expectation and above, and planning intervention accordingly.



These areas for development are being addressed through the school improvement and development plan:

- The school became an early adopter for the new EYFS framework and participates within a moderation group of local schools.
- The EYFS team have worked hard to ensure the data is a true reflection of children's attainment and that staff are consistent in their judgements.
- Staffing in the nursery has been streamlined to create more consistency across the week.
- All nursery staff are now involved in planning and setting next steps.
- Children are challenged across the whole curriculum through a range of strategies, such as questioning, solving problems, introducing rich vocabulary, talking through their thinking and helping children relate new concepts and information to what they already know.
- Delivering the Nuffield Early Language Intervention to identified children.



Behaviour and Attitudes

Self-evaluation established the following strengths

- The established work of a whole school Thrive-based approach ensures pupils feel confident and self-assured and that instances of bullying are extremely rare.
- The school's inclusive culture ensures that pupils feel happy to come to school. There is a positive attitude to learning for all pupils; all pupils know who to go to if they need an adult to help them.
- Attendance is good: the school addresses instances of poor attendance with support from its parent support adviser.
- A robust system is in place which deals with persistent low attendance.
- Attitudes to learning are excellent – pupils want to learn and disruption in the classroom is rare.
- There is a strong extra-curricular offer which involves opportunities for sport, dance and life skills.
- Families are well supported by key staff; local schools co-operate to provide high quality support and signposting families to local services; this is strongly connected to our safeguarding work.
- The school's open culture and strong nurturing and pastoral ethos actively promotes all aspects of children's welfare. Children are safe and always feel safe. They understand how to keep themselves and others safe in different situations and settings. Children across school can identify how to keep themselves safe and can identify an adult to talk to.

These areas for development are being addressed through the school improvement and development plan:

- Staff to continue to feel confident in identifying and supporting mental health issues within children and staff.
- Children are supported and encouraged to making healthy choices.
- Opportunities for children to access weekly Yoga and mindfulness sessions to help support keeping healthy and flexible whilst at the same time improving coordination and balance. We will be using mindfulness exercises to promote focus, manage stress, regulate emotions, and develop a positive outlook.
- Interventions planned to help support social interaction and friendships.
- Feelings and wishes for key children to be taken regularly.
- Consistent behaviour approach across the federation using the new federation policy.

