

HACTON
PRIMARY SCHOOL



Self-Evaluation Form

Reviewed: December 2017

Context and Characteristics of the School

The school's context and, particularly, any significant changes in its circumstances since the last inspection (300 - 500 words max)

- Hacton Primary School is a larger-than-average primary school with 18 classes including the two part-time Nursery sessions. The school is currently expanding from two to three forms of entry.
- In addition to our mainstream provision, we have a hearing-impaired unit where 24 pupils are currently registered. We were graded as outstanding for this provision at our last three inspections and we are particularly proud of our record of inclusion with these children, which was recognised in the report. Practice and outcomes for this provision has continued to maintain these high standards since the last inspection.
- As we are inclusive by nature and ethos, all of the data which we produce in the first instance and which this SEF is based on is inclusive of these hearing-impaired children. This has an impact on our attainment data with between 4 - 15% of children in each cohort being profoundly deaf and also having a wider range of needs of which hearing impairment is only a part on top of the usual needs found in any primary school. We would therefore expect any outside validation of our practice to take this into account when making their judgements.
- Over half of our children begin in our Nursery but our Nursery serves a wide area and not all the Nursery children transfer to the Reception class in the following September.
- Many other children join our school in Reception from Private, Voluntary and Independent nursery providers. In 2017, 48% of our Reception pupils came from PVI settings.
- The proportion of pupils known to be eligible for free school meals is broadly average and our deprivation indicator is in the middle quintile suggesting that we serve a broadly average socio economic community.
- The percentage of pupils with special educational needs and/or disabilities is in line with that seen in most schools, even allowing for those pupils with a hearing impairment. Most of the other pupils with special educational needs and/or disabilities have general learning difficulties.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are much lower than the national averages.

Overall Effectiveness

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<ul style="list-style-type: none"> • The effectiveness of leadership and management = 1 • The quality of teaching, learning and assessment = 1 • Personal Development, behaviour and welfare = 1 • Outcomes for pupils = 1 				

The Effectiveness of Leadership and Management

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

Leadership

- Leadership and management of the school is outstanding because it has provided the foundations, through its actions, for outstanding teaching and learning, behaviour, personal development and welfare to embed which has enabled outcomes of our children to become outstanding.
- Our current HT has been in place for 14 years and was a HT for a substantial period of time in a school preceding appointment to Hacton.
- The DHT is now in the fifth year of being in post and has a 50% teaching commitment as well as being lead in assessment and curriculum development and a lead in coaching and mentoring.
- SLT comprises of the HT, DHT and four phase / year group leaders. However, as we move towards three form entry we are creating capacity to ensure that we have the people with the skills in place to lead year groups.
- We have a clear vision for our children which is understood by all in the school and embedded in our **ethos, vision and values**. It is:

Personal Excellence. Through our broad, balanced and relevant curriculum, we prepare pupils to learn and thrive living as citizens in the modern world. Education is about more than just exam results, it is about every child reaching their full potential, socially and academically. Good manners and respect for one another are highly valued.

- The **effectiveness of leadership and management** in our school is that we are amongst the top 300 performing schools in England in terms of the progress all pupils and **disadvantaged pupils** (Pupil Premium) make between Key Stage 1 and the end of Key Stage 2.

Curriculum

- Our carefully considered, balanced curriculum helps to develop the skills and attitudes necessary for life as a responsible citizen in the 21st Century. Our curriculum provides opportunities for all pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and needs. Pupils are encouraged to think creatively and critically and to respect others and the environments in which they live. We place an emphasis on spiritual, moral, social and cultural development across our curriculum and support children in developing principles for distinguishing between right and wrong.
- We believe that the curriculum should stimulate enjoyment and commitment to learning as a means to encourage the best possible progress and the highest attainment for all pupils; preparing them effectively for the next steps in their education.
- We communicate curriculum expectations to pupils and parents through Hacton Pupil Passports and Boarding cards. The Pupil Passport is our latest initiative to help communicate curriculum expectations to pupils and parents. All pupils receive a printed Passport to which they can refer as they make progress on their journey through the year. We hope parents will also read the Passports so they can support their children more effectively. Alongside these passports, children receive a boarding card which outlines the learning experiences and trips they will receive throughout the year as well as challenging children to read selected age appropriate, high quality texts.
- Everything we do is designed to create a school where pupils will flourish: personally, socially and academically. Our curriculum goes beyond the content of the national offer to enrich learning, widen experiences and strengthen character.
- Information on our website expands on the Pupil Passport curriculum content, outlining the meaningful opportunities and enriching experiences that we offer to engage and inspire every pupil.

Governors

- Governors have an acute understanding of their responsibilities.
- Through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress.
- They attend training to ensure that they have the knowledge to understand data and the skills to fully hold the Headteacher and leaders to account for the school's performance.
- Governors keep a close eye on the allocation and impact of any spending, including the Pupil Premium and PE funding.
- Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of their pupils, to the standards expected of teachers and to the pay scales that teachers are on.
- They ensure that statutory requirements are met and safeguarding has a high priority.
- Governors have a clear and accurate knowledge of the strengths and weaknesses of the school and understand the challenges it faces. They are aware of the need to not just be supportive but also to challenge the Headteacher and play the role of critical friend effectively.
- Following a recent reconstitution, the Governing Body is now well structured to ensure a balanced focus on resources and budgeting and on the quality of provision and pupil care.
- School visits are now undertaken by a range of governors and are monitoring a range of aspects of our school effectiveness. They report back to the full governing body on their findings and we have ample evidence to support their effectiveness in being a visible presence in the school.
- Two Governors have undertaken safer recruitment training. They are involved in the appointment of teachers and all other senior members of staff.
- The School Improvement Plan is monitored regularly through governing body meetings and reviewed through a process of governor involvement with staff.
- They have developed a good understanding of the use of data and are confident in addressing areas where performance could be improved.
- The governors receive the results of surveys designed to gather the views of users and stakeholders by the leadership team.

Homework

- www.hacton.havering.sch.uk/index.php?page=curriculum

Extra-Curricular Activities

- www.hacton.havering.sch.uk/documents/Hacton_Curriculum_Overview.pdf

Pupil Premium and PE Funding

- Details of PP spending: www.hacton.havering.sch.uk/?page=pupil-premium
- Details of our Primary PE Sports grant: www.hacton.havering.sch.uk/?page=sports-grant

Safeguarding

- See Appendix 1 and: www.hacton.havering.sch.uk/policies/Child_Protection_Policy_2015.pdf

Parental Engagement

- See Appendix 2

SMSC

- See appendix 3.

The Quality of Teaching, Learning and Assessment

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

Reasons for Grade

Teaching and Provision Over Time:	Quality of T&L by Class 2016 - 2017 =
Outstanding	40-45 %
Good or better	100 %
Requires Improvement	0 %
Classes whereby T&L graded Good or better	100%

- Teaching and learning across the school is now consistently good with much that is outstanding. This is now impacting to the extent that the outcomes of our children is outstanding and so we judge teaching and learning overall to be outstanding.
- In order to arrive at our judgement we take into account a wide range of monitoring information including pupil progress, teacher performance and consistency, engagement of children in their learning, learning environments, work scrutinies and child interviews.

Improvements / Changes since the Last Inspection

- Since our inspection in November 2015 three mainstream teachers have left our staff and a further 5 employed, due to the fact we have started to increase in size to a three form entry in Reception and Year One.
- Most staff leave Hacton due to promotion. IN the last 6 years, we have provided other school with 2 headteachers, 1 deputy and atleast half a dozen other senior leaders.
- We are very proud of this and that we are directly impacting on the education of children beyond our own school gates. We have also supported three other schools who were vulnerable and who have moved from RI to Good. Our teaching staff have played a key role in this through coaching and mentoring. The fact that we have been able to achieve this whilst maintaining our own high standards, we believe, is impressive.
- Over the last 6 years, there have been a few teachers who have moved for personal reasons and we have agreed exit strategies with four teachers since the 2010 inspection who haven't taken advantage of the coaching and support we have given them and have not been able to maintain the standards we expect for our children. We are resolute in this and although we give high levels of support, coaching and development to our staff, we cannot allow our children to be subject to less than good teaching on a prolonged basis. Therefore, we are not afraid to make difficult decisions when it is in the best interests of our children.
- Where changes of staffing have been enforced in this way, we have managed to use these opportunities to continue to strengthen teaching and learning across the school and this is evidenced by rising attainment in EYFS and KS1 and accelerating and outstanding levels of progress in KS2.

Key Strengths Evident in Our Overall Teaching Include

- Observations confirm that children are engaged, and lessons are relevant and teach to and meet the needs of the children.
- Regular moderation ensures that staff have very good expertise in levelling and assessment for learning. Data provided to staff enables them to have accurate knowledge of starting points and targets and then day to day assessment means that learning objectives are challenging and extension is focussed on next steps in learning.

- The use of computing to support the curriculum.
- Plans adjusted in light of AfL.
- Very good planning from excellent subject knowledge and assessment leads to appropriate challenge which is leading to high expectations and good engagement with pupils.
- Differentiation for specific groups of learners within lessons complements the wide range of teaching styles our teachers use to enthuse and motivate their pupils, thus ensuring consistently at least good and often outstanding outcomes from lessons and embedding resilience and independence in our learners.
- Pupil interviews within an observation show that children are able to make the distinction about what they are learning and what they are doing. Children are able to talk about their prior and current learning and they are also able to talk about their targets and areas they are specifically working on.
- Our high quality, focussed marking throughout the school impacts significantly on pupils' progress. It gives clear feedback to children and ensures that they sustain at least good progress and are aware of their areas of success and next steps for progression in learning and achievement. Over time this develops into a learning conversation between teacher and pupils which underpins progress, self-esteem and resilience.
- A range of intervention groups take place which are monitored and evaluated regularly and always time limited when children have achieved their target. High quality work is achieved with children who have specific learning and physical needs.
- Teaching assistants and other adults are used highly effectively across the school to ensure that all groups of learners, including SEND children, are supported in making the best progress possible.
- Homework activities are set regularly and reinforce and extend learning from lessons. This work is regularly assessed in order to ensure that it is relevant and motivational to our children's learning.

Views of Pupils and Parents

- The very large majority of parents and pupils think that the teaching and learning they receive helps them to make progress and that they feel safe in class.

Monitoring and Evidence of External Validation

- We have had considerable external validation of our efforts to improve teaching and learning through the LA. This consistently triangulates the school's judgements on teaching and learning and ensures that we are robust in ensuring that we present an accurate picture of our core purpose.
- Our most recent LA Quality Assurance inspection (December 2017) confirms our own self-evaluation of an outstanding judgement (see QA report, December 2017).
- The core subjects are monitored regularly by subject leaders through learning walks and other monitoring activities.
- Because of the strength of teaching in our school the LA have approached us to work with a number of vulnerable schools locally in order to raise the quality of teaching and learning for children outside our own school.

How Performance Management is Used to Improve Performance

- We give each teacher three targets which cover whole quality of teaching, pupil progress and middle leadership responsibility. Teachers on UPS have clear responsibilities relevant to their pay scale and all progression on pay scales is and will be expected to show teaching strengths which are also in line with their seniority.

Personal Development, Behaviour and Welfare

	Grade 1	Grade 2	Grade 3	Grade 4
Behaviour	✓			
Personal Development and Welfare	✓			
Overall Grade	✓			

Behaviour

- Evidence from classroom observations show that children's learning behaviour and attitude to their learning is outstanding and highly conducive to learning. Children are almost always on task, engaged and motivated and virtually no learning is lost to disruption. Our children's behaviour, attitudes towards others and respect for young people and adults is exemplary. Children are proud of their work and their school.
- Pupils learn appropriate behaviour towards others and learn strategies to handle conflict through a consistent PSHE and behaviour policy which is reinforced in school assemblies and classroom circle time and are seen to use them in their interpersonal relationships.
- The large majority of parents tell us that behaviour is excellent in the school and this is a commonly held view in our community.
- Children tell us that they feel safe in lessons because teachers are consistent and fair.
- Through consistent positive behaviour management and a well-developed reward system, children are supported in establishing polite, courteous, respectful behaviour to each other and to adults.
- Pupils are very tolerant of each other regardless of background or culture.
- Pupils are very welcoming to visitors and enjoy taking the role of school ambassador.
- Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had no permanent exclusions in the last seven years. We consider that this is powerful evidence of our commitment to inclusion and the consistency of expectation we have of children's behaviour.
- In circumstances of greater need, we have had support from the Educational Psychologist, Behaviour Support Workers, the school nurse, CAMHs and our locality Home / School worker.
- We have high expectations on lunchtime behaviour and have training for our older children in leading play (our Boredom Busters!).

Personal Development and Welfare

- Our children are very much able to protect themselves from bullying, racism and other discriminatory incidents. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society, our children have to have a very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of discrimination but also the responsibility to never practise it against others or knowingly allow it to happen to others.
- Through our PSHE curriculum, and anti-bullying work pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know to report it if they witness or experience it. All staff, having been trained on anti-bullying procedures and child protection are well-equipped to support children in staying safe.
- Pupils are strongly aware and proud of our British Values which are demonstrated in many ways.
- However, we recognise that to be outstanding children need to know how to keep themselves safe at all times from these incidents and they do so by knowing that they are never to stand for it happening to

them and that they have a responsibility to not allow it to happen to others. Our children cooperate and look after each other to a degree that ensures this is the case.

- We have very low levels of bullying and racial incidents but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately.
- As a result of positive relationships between staff and pupils and a warm, supportive environment, almost all of pupils tell us that they feel confident and secure in sharing fears and concerns with staff in school and know that issues raised will be dealt with effectively. This is a view shared by almost all of our parents and children who tell us that they feel safe in our school.
- As we take Online Safety very seriously, the Online Safety Policy is available for parents to view online. Online Safety is an integral part of our curriculum and is constantly reinforced. Our ICT technician and coordinator act as an Online Safety coordinator who works closely with parents to ensure that they understand how to keep their children safe on line. We encapsulate this into an Online Safety agreement and consider that we follow a very high standard of practice in this area. We have CEOPS training and have put parent and child training opportunities on to our website.
- To further enhance the safety of pupils the school has regular fire evacuation drills and has developed an emergency evacuation plan.
- In order to ensure our children feel secure, prior to school visits, pupils are informed of the rules and expected behaviour. The venue is discussed and the possible risks. In the case of residential trips parents are also invited into school for an information meeting.
- We have numerous visits from safety organisations such as the fire brigade and police to help ensure our children have wider input on how to keep themselves safe beyond the school gate.
- Our children tell us that they know which adult at school they can turn to if they feel scared or in trouble and they know they will be listened to.
- As part of the curriculum we undertake a variety of trips where again the aspects of health and safety are discussed and our children have to consider aspects of their own well-being and that of others. It is vital for our children to be able to use public transport safely and we give them the opportunity to learn how to use it and keep safe.
- We take our Y6 children to Sealyham centre where they stay for six days and where they engage in outdoor and adventurous activities. This enables them to put into practice all they have learned about keeping themselves and others safe and they learn a great deal about themselves in the process.

Attendance and Punctuality

Attendance is improving year on year has been above national averages in the last three years and the rate of persistent attendance has been well below national averages. Absence is rare and it is rarer still that children are absent for reasons that are unavoidable. Our community is well aware of the need to attend fully and the impact this has on the quality of learning of their children. Therefore punctuality is excellent and learning starts promptly at the beginning of the day with children well prepared and eager to get started.

	2014/15	2015/2016	2016/2017
Attendance	96.5	96.5	96.6
Persistent Absence	1.6	1.5	6.1

Outcomes for Pupils

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

Reasons for Grade

Overall, our children start their schooling with Age Related Development levels that in most children is broadly typical.

Slightly over half of our children attend our own nursery provision and therefore have a good experience of nursery education. However, a number of children leave our nursery for other schools and an increasing number (33% 2016/2017, 48% 2017/2018) come in from other settings. The quality of provision and the development of these children is varied but altogether is lower than we find for the children who have been with us. The quality of data varies significantly and much of it lacks rigour. Therefore, a straight measure of progress and attainment from the beginning of nursery to end of Reception would be inaccurate in our school and so each needs to be measured separately.

The quality of teaching and learning in EYFS 1 is outstanding and this is leading to very good progress and outcomes for our children. Almost all children make at least expected progress and the majority exceed this. This means that our nursery children who are with us going into EYFS 2 are at least meeting age-related expectations in most areas and an increasing proportion of children exceed; however, the pupils joining us from other local PVI settings are not of the same standard as our own nursery pupils and this impacts baseline data in Reception.

End EYFS

Year	% GLD or above		C+L		PD		PSE		Reading		Writing		Number		Shape	
	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA
2015	72	60	87	82	91	89	83	86	89	74	89	67	87	75	91	79
2016	74	69	89		91				83		81		77		87	
2017	81	71	87		94		92									

Year	Boys GLD		Girls GLD		Dis	
	S	NA	S	NA	S	NA
2015	58	53	89	53	80	45
2016	72	62	75	77		
2017	78	64	84	78	50	

- During EYFS 2, our children continue to make better than expected progress and reach consistently improving levels of GLD that are above the national average.
- On entry, skills levels of those who have not been in our own nursery are most often below or in line with those found nationally in all areas and almost all of these children make at least the expected progress from their starting point. The proportions exceeding this are at least in line with national averages leading to these children making more than a full age band of progress in all areas.
- The children who were with us in EYFS 1 continue to build on their strong foundations and by the end of EYFS; the large majority of these children have reached at least a good level of development.
- In 2015 72% of pupils reached GLD. In 2016, 74% and 2017 81% reached GLD.
- Almost eight out of ten of our children are in line with age related expectations in key individual measures of reading, writing and number which is much higher than national averages and ensures that our children are at least well prepared for KS1.

- This evidence would suggest that from broadly average starting points, the large majority of our children have attained age related expectations in most areas and have therefore made at least good progress but in a significant number of cases accelerated progress. We therefore judge achievement in EYFS to be outstanding. There has been a clear upward momentum in EYFS, which has led to consistently outstanding outcomes and practice by the end of the 2016/17 academic year.

KS1 Outcomes Overview

KS1 Teacher Assessments 2016

	Hacton		National	
	Expected Standard	Greater Depth	Expected Standard	Greater Depth
Reading	80%	19%	74%	24%
Writing	76%	19%	65%	13%
Maths	83%	20%	73%	18%

KS1 Teacher Assessments 2017

	Hacton		National	
	% Expected Standard	Greater Depth	% Expected Standard	Greater Depth
Reading	81%	25%	74%	24%
Writing	75%	29%	65%	13%
Maths	85%	27%	73%	18%

- All of our data above includes children who are in the school to attend our Provision for Hearing Impaired Children (PHIC). We are a highly inclusive school and in our self-evaluation we do not seek to present alternative data in order to make a comparison with similar mainstream schools. We would however expect external validation to understand that our attainment data would be even higher than similar mainstream schools and take this into account if considering a borderline decision. We can provide data without PHIC children included on request.
- The standards that all of our children reached would suggest that all of our children made at least good progress and for many it is outstanding.
- The proportion of children reaching the required standard in phonics is consistently well above the national average in the last four years (2014- 81%, 2015-98%, 2016-92%, 2017-94%).
- Therefore, our children are making at least good progress in all subjects with a significant number of pupils making accelerated progress to achieve greater depth within the standard. Achieving these standards, ensures that they are very well prepared with the skills they need across the curriculum to be successful in KS2. When our PHIC pupils are excluded from our reading results, these too would show above average results. We therefore judge all of our children make good and more often outstanding progress to reach standards that ensure they are exceptionally well prepared academically for KS2 and so outcomes is outstanding.

KS2 Outcomes Overview

All statements we give on attainment below includes PHIC children because these children are fully integrated into the life of our school. When looking at progress, clearly, there is no issue in interpretation when comparing us to similar schools who don't have this specialist provision.

		2016	National 2016	2017	National 2017
Reading	% Achieving Expected Level	98%	66%	74%	71%
	Average Scaled Score	108	103	104.4	104
SPaG	% Achieving Expected Level	98%	72%	91%	77%
	Average Scaled Score	110	104	108.6	106
Maths	% Achieving Expected Level	98%	70%	91%	75%
	Average Scaled Score	109	103	107.8	104
Writing	Teacher Assessment	88%	74%	83%	76%
Combined	% Achieving Expected Standard in RW&M	88%	53%	70%	61%

Despite the fact that 2017 saw a drop in our attainment and progress results due to a weak cohort, we were still above the national standard in all areas and significantly above the standard in mathematics and SPAG.

Reading

- 20/26 (77%) of girls met the expected standard in reading.
- 19/27 (70%) of boys met the expected standard in reading.
- 2 boys were members of our PHIC and did not achieve the standard. If they were excluded from results 76% of boys would have achieved the standard and 76% of pupils overall.
- 8/13 (62%) of pupil premium children met the standard in reading.
- The national figure for reading is 71%. We are **3% better than national**.

Maths

- 25/26 (96%) of girls met the expected standard in maths.
- 23/27 (85%) of boys met the expected standard in maths.
- 2 boys were members of our PHIC and did not achieve the standard. If they were excluded from results 92% of boys would have achieved the standard and 94% of pupils overall.
- 11/13(85%) of pupil premium children met the standard in maths. Of the 2 pupils who did not meet the standard, 1 pupil was PHIC and the other has a statement.
- The national figure for maths is 75%. We are **16% better than national**.

SPAG

- 25/26 (96%) of girls met the expected standard in SPAG.
- 23/27 (85%) of boys met the expected standard in SPAG.
- 2 boys were members of our PHIC and did not achieve the standard. If they were excluded from results 92% of boys would have achieved the standard and 94% of pupils overall.
- 11/13(85%) of pupil premium children met the standard in SPAG. Of the 2 pupils who did not meet the standard, 1 pupil was PHIC and the other has a statement.
- The national figure for SPAG is 77%. We are **19% better than national**.

Writing

- 23/26 (88%) of girls met the expected standard in writing.
- 21/27 (78%) of boys met the expected standard.
- 2 boys were members of our PHIC and did not achieve the standard. If they were excluded from results 84% of boys would have achieved the standard and 86% of pupils overall.
- 1 mainstream child has an EHCP and did not meet the standard.
- There are 7 SEN pupils in the cohort including 2 PHIC. 1/7 of these pupils achieved the standard in writing (14%).
- 11/13 (85%) of pupil premium pupils met the standard in writing. Of the 2 pupils who did not meet the standard, 1 pupil was PHIC and the other has a statement.
- The national figure for writing is 76%. We are **7% better than national**.

Our combined measure of reading, writing and mathematics is **69.8%** (37/53). The national combined figure is 61%. We are **8.8% above national**.

- We therefore judge that because we have improved teaching and learning significantly, our children now make consistently at least good and more often outstanding progress in KS2 to reach standards across the curriculum which ensure they are exceptionally well prepared for their next stage in education and so their outcomes by the end of KS2 is outstanding.

Disadvantaged

- Over the last four years our Disadvantaged children have made outstanding progress in reading, writing and maths. This is evidenced by the school being awarded DfE Pupil Premium Awards for the last 3 years.

Appendix 1: Safeguarding

- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- In the last 18 months, our school safeguarding team has increased from one to three people.
- Training for staff and governors in child protection and safer recruitment has been thorough and is up to date. All staff and governors attend regular update training but no member of staff or Governor goes more than two years without safeguarding update training.
- Training for staff in the school means that they are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.
- Therefore, staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required. All staff in the school are acutely aware of who the designated Child Protection Officers are, and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.
- Governors monitor safeguarding rigorously and both they and senior leaders evaluate the impact of procedures on regular basis.
- Current statutory guidance, "Keeping Children Safe in Education" underpins our practice and overarching strategy and monitoring of safeguarding and ensures we have an ingrained culture of safeguarding.
- Where referrals have been made or we have children with children protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been dogged in ensuring that all agencies involved in our children's protection have been held to account and are undertaking their responsibilities appropriately.
- We are particularly aware of increased risk factors for groups of children e.g. disabled children, children of parents who have patterns of substance abuse, learning disabled parents etc. who are at greater risk of a range of types of abuse.
- We have a fully up to date single central record for DBS and list 99 checks. This is checked regularly and accurately maintained.
- We have checked all teaching appointees since April 2014 against the National Prohibition from Teaching List.
- All staff have been checked as to whether they are living with anyone who is deemed unsuitable because of prior convictions. We have found no staff in this position.
- No member of staff since the last inspection has been investigated or has had a suspicion of inappropriate behaviour with children levelled against them. Therefore, no referrals have been made to the LA LADO.
- Our PSHE curriculum is well structured throughout the school and ensures that children understand the risks posed to them through prejudice, extremism and discrimination. Children are well prepared for life in modern, democratic Britain and have the knowledge they need to be tolerant and effective members of society.
- We undertake significant amounts of work across the school to help children stay safe using technologies and cyber safety is a central tenet of our ICT and PSE teaching.
- Security of the site is appropriate and access for visitors is well controlled. There is no access to classrooms to adults without appropriate checks.
- H&S checks are routinely carried out (in and around the school) and any issues are acted upon immediately.
- Risk assessments are included for activities in and out of school as appropriate.

- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff who are aware of the particular needs of that child within the confines of confidentiality.
- Fire and evacuation procedures are up to date and first aid provision (including paediatric first aid) is secure.
- We also work closely with other agencies and governors to ensure safeguarding

Appendix 2: Parental Engagement

The things we do which bring parents into school, thus providing a role model to the children for how important continual learning is and how vital it is to be shown to be supporting their own children include:

- Stay and play sessions in our EYFS
- Home visits
- Coffee mornings
- Stay and read sessions
- School website
- School Facebook page
- School blog
- Parents' evenings
- School open days
- 'Supporting your child in...' sessions
- Parent helpers
- Reading partners

Communication

The things we do with parents that directly impact on their ability to affect their children's outcomes includes (This ranges from anything which involves the parents in any type of learning to coffee mornings to curriculum evenings etc.):

- Home school books
- Nursery and Reception intake meetings
- Reading journals
- An open door policy for parents
- Postcards sent home acknowledging progress and achievement
- Supporting your child in...' sessions
- Hacton Pupil Passports
- Hacton Boarding Cards
- SEND Coffee mornings
- Parents' evenings
- School open days
- 'Supporting your child in...' sessions

Appendix 3: SMSC

Grade	Grade 1	Grade 2	Grade 3	Grade 4
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Spiritual Development

As a result of our diverse and topical RE curriculum along with carefully planned assemblies, Hacton pupils can talk confidently about both their own and other people's beliefs, feelings and values. The ethos of our school encourages children to be proud of who they are and what they believe whilst showing respect to those who hold different values than that of their own. Throughout the school, children enjoy finding out about the world around them and about different world and religious festivals. These are celebrated ensuring that children have an appreciation of life in modern Britain. Our approach to behaviour management encourages children to make the right choices and to reflect on decisions that they make. Our weekly philosophy club and questions of the week challenge children's creativity and celebrate children who have thought deeply about their responses to different situations and ideas. Children regularly share their interests and experiences in our 'Let's talk about...' assemblies and have the opportunity to respond to new ideas through reflective assembly tasks. Within the classroom, children are encouraged to be creative in their learning and to reflect on their own and other's life experiences when tackling problems.

Moral Development

At Hacton, we have clear expectations of behaviour throughout the school. As a result of high expectations the displays around school, all children are aware of our school rules and the consequences for making wrong choices. Children are clear about the difference between right and wrong and children are encouraged to talk through difficult decisions and to discuss alternative solutions when problems have arisen. All children are valued and achievements are celebrated by all in classes, assemblies and on our school website. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service and local magistrates help reinforce this message. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through their choice of behaviour, or their choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make meaningful choices. We celebrate Anti Bullying Week where the Schools Council presents an assembly on the expectations for our school. In classes each pupil then signs the Hacton Anti Bullying Contract. Bullying is regularly discussed in assemblies and there is a clear zero tolerance to bullying throughout the school. Children learn that their behaviours have an effect on their own rights and those of others.

Social Development

Our pupil's behaviour, attitude and willingness to work with other children is exemplary. At Hacton we believe in our pupils having many opportunities for their voices to be heard. Democracy is celebrated throughout the school and children enjoy participating in both house captain and school council elections. The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, when dealing with behaviour as well as through school assemblies. All members of the school community treat each other with respect. Children regularly participate in deaf awareness lessons and are given the opportunity to attend numerous language clubs. Children volunteer in a number of ways at Hacton and do great things for their school community. Whether it's cleaning up the environment or volunteering at lunchtime as a boredom buster, the community spirit and enthusiasm of our pupils really makes a difference.



Cultural Development

Children at Hacton are proud to be members of our school community and are aware of the part they have to play in making our school a happy and safe place. Planned visits to different local places of worship along with discussion both in class and in assemblies about global and local news ensure that children appreciate the vast and ever changing cultures in modern Britain. Through our extensive extra-curricular programme, children have the opportunity to participate in sporting, artistic, musical and cultural clubs which extend the work they are doing in the classroom.