

HACTON
PRIMARY SCHOOL



Self-Evaluation Form

Reviewed: October 2016

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 17 classes including the two part-time Nursery sessions.
- 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 inspection 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 children. This has an impact on our attainment data with between 4 - 12% (2013/14 Y6 cohort 12%, 2013/14 Y2 cohort 8%, 2014/2015 Y6 cohort 8%, 2014/2015 Y2 cohort 10%, 2015/16 Y2 cohort 6%) 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.
- Most 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.
- Other new entrants join the Reception class at this stage and these amounts to typically about 25% of children (2014-2015 29%, 2015-2016 27%).
- 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 13 years and was a HT for a substantial period of time in a school preceding appointment to Hacton.
- The DHT is now in the fourth 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
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Reasons for Grade

Teaching and Provision Over Time:	Quality of T&L by Class 2015 - 2016 =
Outstanding	33 %
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 September 2010 there has been a complete change of staffing, with only the HT remaining. Since our inspection in November 2015 two mainstream teachers have left our staff and a further 3 employed, due to the fact we have started to increase in size of a three form entry in Reception.
- There are a number of reasons for this but by far the most common reason for teachers moving on is for promotion. Since the last inspection we have provided other schools with two Headteachers, one deputy and at least 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 two 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.
- There are a few teachers who have moved for personal reasons and we have agreed exit strategies with four teachers since the last 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 (October 2015) confirms our own self-evaluation of an outstanding judgement (see Headteacher for report).
- 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 we have 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 only one temporary and no permanent exclusions since our last inspection. 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.
- 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 E-Safety very seriously, the E-safety Policy is available for parents to view online. E-Safety is an integral part of our curriculum and is constantly reinforced. Our ICT technician and coordinator act as an E-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 E-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.

	2013/14	2014/15	2015/2016
Attendance	96.4	96.5	96.5
Persistent Absence	2.2	1.6	1.5

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.
- Most 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 a number 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 good and this is leading to good progress and outcomes for our children. Almost all children make at least expected progress and the majority exceed this. This means that most 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.

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
2014	62	61	85	82	96	89	90	86	85	74	77	67	88	75	94	79
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	

Year	Boys GLD		Girls GLD		Dis	
	S	NA	S	NA	S	NA
2014	52	52	74	69	25	45
2015	58	53	89	53	80	45
2016	72		75			

- During EYFS 2, our children continue to make better than expected progress and reach consistently improving levels of GLD that are well 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. 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 2014, 62% of children achieved a good level of development (GLD) which was just above the national average. We continued to improve provision and the quality of T & L in EYFS throughout the 2014/15 and 2015/16 academic years and the impact of this has been a significant rise in GLD in 2015 to 72% and a further rise in GLD to 74% in 2016.
- Almost 9 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.

- The total average points score in 2014 of 33.6 out of a possible 51, with boys at 33.2 and girls 34.0. rose to 34.9 in 2015 which is again well above the national average.
- 74% of Girls and 52% of boys achieved a good level of development in 2014 and in 2015 this was 58% for boys and 89% for girls. We recognised that the gap was wider than that seen nationally and worked very hard to close the gap between gender groups in 2015/16, the end result being that 75% of girls achieved a GLD in 2016 compared to 72% of boys.
- FSM children make more than a full band of progress on average suggesting that they also make good progress. 80% of Disadvantaged children (FSM) achieve a GLD, which is much higher than non-disadvantaged children nationally and suggests outstanding outcomes for this group.
- 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. We therefore judge achievement in EYFS to be good and the quality of practice is improving rapidly. There has been a clear upward momentum in EYFS, which has led to consistently outstanding outcomes and practice by the end of the 2015/16 academic year.

KS1 Outcomes Overview

- By the end of KS1, under the old assessment framework of levels which ended in 2015, our children attained Average Point Scores (APS) which were on three year rising trends in all subjects, reading and maths and these measures are now at least well above average. Writing was on a three year upward trend to 2014 when it was sig+ and in 2015, we have largely consolidated this with our APS score again above average. All Subjects APS was sig+ in both 2014 and 2015 and maths was currently also. All of our data below 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 levels that all of our children reached would suggest that all of our children made at least good progress and for many it is outstanding.
- Level 2+ attainment was at least in line with national averages in all measures over three years and maths and reading are currently well above. Maths was on a three year rising trend and has been above national averages in both of the last two years. Writing was at least in line over time but rose above in 2014.
- Level 2b+ attainment was above average in writing and maths in 2014 and 2015 with reading at least in line over time, and above the national average in 2014 also.
- The proportion of children reaching the required standard in phonics is on a three year rising trend and is consistently well above the national average in the last three years.
- Level 3+ attainment is on a three year rising trend in all measures and is now above average in reading and well above in writing and maths.
- Therefore, our children are making at least good progress in all subjects to reach levels that ensure they are very well prepared with the skills they need across the curriculum to be successful in KS2. In writing and in maths, our children now reach significantly above average levels which ensure they are exceptionally well prepared for KS2. When our PHIC pupils are excluded from our reading results, these too would show above average levels. We therefore judge all of our children make good and more often outstanding progress to reach levels that ensure they are exceptionally well prepared academically for KS2 and so outcomes is outstanding.
- From 2016 pupils were assessed against the new more challenging curriculum introduced in 2014 for the first time. Results were no longer reported as levels but instead the interim frameworks were introduced and used by teachers to assess whether a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. Nevertheless, pupils at Hacton achieved either above or well above national results in all areas apart from the percentage of pupils working at greater depth in reading.

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%

KS2 Outcomes Overview

- By the end of KS2, under the old assessment framework, our children attained Average Point Scores (APS) which between 2011 and 2015 in all measures has been above the national average in reading, writing and maths; with the majority of measures being sig+. All measures in 2015 are sig+ (including writing when PHIC pupils are excluded) and the All Subjects combined measure and maths are on three year upward trends.
- 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. However, it does have an impact in terms of attainment and when looking at APS scores for example, this group of pupils have an impact of around a point for all pupils and as much as two points for disadvantaged. This means that all APS scores this year would be over 30 points with maths being around 34 which is exceptionally high. We can provide data, if required, to show our data without our PHIC provision included.
- Our APS gains from KS1 to KS2 are consistently well above expected over time, suggesting that our children make consistently at least good and more often outstanding progress in KS2.
- All level 4+ measures over the last three years have been at least in line with national averages and the very large majority have been above or well above. Maths is sig+ in both 2014 and 2015 as almost all of our children made at least this progress, and current EGPS is also sig+. In the Combined Measure, a three year rising trend is evident and is consistently above the national average in each of the last three years.
- Level 4b+ measures in all subjects over the last three years have been at least in line with national averages with the large majority being well above or sig+ and so it is clear that our children are very well prepared with the academic skills necessary to be successful at KS3. All measures are sig+ in 2015.
- Level 5+ attainment is at least well above average in all measures over three years and maths is also on a three year rising trend. All measures in 2015 are sig+ with around half of our children attaining at least this level across the curriculum. This would suggest our children are exceptionally well prepared for their next stage in education.
- Level 6+ attainment is consistently well above national averages in maths in each of the last three years, EGPS is rising and we have also had Level 6+ attainment in writing this year.
- Progress measures over time reflect this picture of success. Almost all groups' VA progress scores over the last two years are sig+.
- All measures of expected progress have been at least in line with national expectations in the three years to 2015, with the large majority being higher.
- At exceeded levels, all measures over three years have been higher than national expectations. This would suggest that we have sustained outstanding progress over this time. This is further evidenced by all subject measure VA scores in 2013 being sig+. However, VA measures in reading and writing in 2014 were not as strong as progress variation data would suggest, being around 100 rather than well above which suggests good rather than outstanding progress (as a result of 6 PHIC pupils (12%)). As we have further improved all expected and exceeded progress measure in 2015 and they are higher than 2013, all VA scores are currently sig+ again.
- As in KS1 from 2016 pupils were assessed against the new more challenging curriculum introduced in 2014 for the first time. Results were no longer reported as levels, but instead the interim frameworks were introduced and used to assess whether a pupil had met the new standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. Hacton's results were nevertheless outstanding;

		2016	National 2016
Reading	% Achieving Expected Level	98%	66%
	Average Scaled Score	108	103
SPaG	% Achieving Expected Level	98%	72%
	Average Scaled Score	110	104
Maths	% Achieving Expected Level	98%	70%
	Average Scaled Score	109	103
Writing	Teacher Assessment	88%	74%
Combined	% Achieving Expected Standard in RW&M	88%	53%

- 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 levels 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.

Outcomes of Groups

Gender

- In 2014 and 2016, there were no significant gender difference between boys and girls in any attainment of progress measures. In 2015, there are differences in attainment with girls overall attaining higher levels than boys. These differences appear most marked in reading and writing, as reading in boys is above the national average for all children and girls sig+; writing is broadly average for boys whereas girls are again sig+. However, when PHIC children (8%) are taken into consideration, mainstream boys are sig+ in maths, reading and EGPS and well above in writing. Therefore, although we recognise that we have more to do to raise boys' writing further, overall attainment remains significantly above average for both boys and girls and there is no significant gender difference.

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 2 years. Furthermore, all expected and exceeded progress measures are significantly higher than national expectations and all VA scores are well over 100. Attainment in 2013 was at least in line with all non-Disadvantaged children nationally and was well above similar children nationally. This rose again in 2014 to be well above all children in every measure and in line with our non-Disadvantaged children. Attainment this year for all Disadvantaged is above the national average for all individual subjects for non-Disadvantaged children except in writing. However, when children from our PHIC are discounted, attainment in our mainstream Disadvantaged children is significantly above average for all children in reading and maths and above in writing. It is also much higher than non-Disadvantaged children nationally. There is no significant difference between our Disadvantaged and Non Disadvantaged children. We therefore judge the outcomes of our Disadvantaged children to be outstanding.

PHIC

- At our last inspection the outcomes of our PHIC children was judged to be outstanding and this remains the case. Most of these children are profoundly deaf and in many there are other complications which mean that most are unlikely to reach age related expectations for attainment. Nevertheless, this always remains our primary goal for these children and the exceptional support we give them individually means that they make exceptional progress in ways in which data cannot capture accurately. We therefore expect that these children will be judged on an individual basis, relative to their needs. What we can say for all of them is that we take great pride in the way all children are included in the full life of the school.

SEND

- The progress of SEND children who are not part of our PHIC provision is also outstanding. VA data for 2013 shows that all children made at least expected progress and the proportions exceeding this were also high giving us sig+ VA scores in the large majority of measures and all measures of 100 or over. More than 1/3rd of our 2013 cohort were supported with SEND and attainment, including that of PHIC children was above the national average for similar groups of children. 2014 data shows that progress continued to be strong with all non stated children making at least expected progress and VA scores well above 100 or sig+. Attainment continues to be at least in line with age related expectations and so we contend that outcomes was again outstanding.
- In 2015, attainment in this group was lower and more variable across subjects. Although attainment in maths remained high, our SEND children attained a level 4c on average in reading and EGPS which means they had made substantial progress in catching up. The impact of the attainment of 4 PHIC pupils in the cohort meant that our writing attainment measure was less strong this year and this is an area where we are focussing going forward. Progress measures, in terms of expected progress, were the reason for the lower attainment as a small number of children did not make expected progress as a result of their hearing impairment, although exceeded progress measures were higher than national expectations.

Higher Ability

- Over the last four years, our higher ability children have made at least good progress as all have made at least expected progress and VA scores suggest that the proportions exceeding this have also been in line with national expectations. 2014 show that this group were moving towards outstanding progress as VA scores were all well in excess of 100 and all but writing were sig+. in 2015, progress measures were all at least good with maths being sig+. In 2016 our pupils' progress measures are significantly above national in Maths, Reading and Grammar, Punctuation and Spelling and above in Writing. Attainment is higher than similar children nationally in all measures and so we judge the outcomes of this group to be at least good and potentially outstanding in all subjects.

Overall therefore, we judge the outcomes of groups across the school to be at least good for all groups and outstanding for an increasing number.

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.
- 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
	✓			

At Hacton, we evidence our ongoing SMSC work through an online gridmaker tool. Evidence can be provided on request.

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 and 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 E-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 giving 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.