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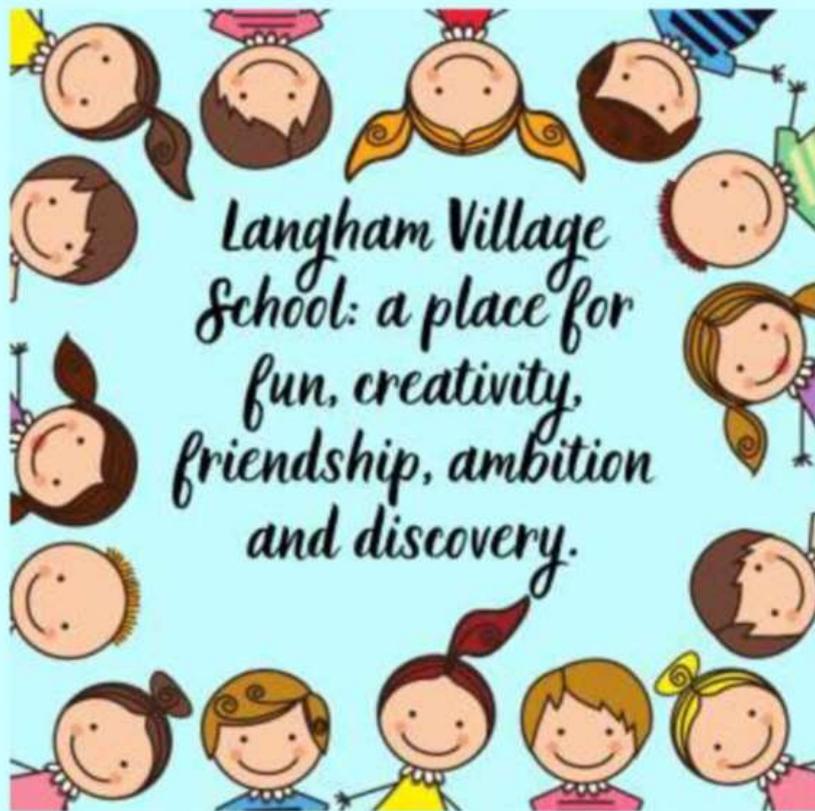
# LANGHAM VILLAGE SCHOOL

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Self-Evaluation Form 2021/22

Langham Village School: A place for fun, creativity, friendship and discovery.

## Langham Village School



## School Context

Langham Village School is a popular small rural school. The school currently has 93 pupils split into 4 classes, 46 boys and 47 girls. There are 3 children with English as an additional language (EAL) and 21 disadvantaged pupils in receipt of pupil premium grant, (22% PP). Currently we have 21 SEND pupils, including 3 pupils with an EHCP, (21% SEND). For the last academic year pre Covid19 (3.9.20 – 26.3.21) our attendance figure was in line with National Average at 97% This year to date (Sept 21 – May 22) this figure has dropped to 92.4% due to absence caused by Covid.

Langham is an inspiring and inviting learning environment with enthusiastic, professional, hard-working staff. In the most recent parent survey (July 2021) 92% of parents said that the school was 'a place where everyone is valued'. We are proud of our broad and balanced curriculum. Outdoor learning, art, music and sport are strengths of the school and the school further develops children's cultural and moral sense through effective nurture and focused teaching. Thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. The school regularly takes part in Cluster and North Norfolk sports events. Outdoor learning is a strong feature of the curriculum with children accessing Forest Schools on site and many opportunities to visit and learn about the unique environment of the North Norfolk Coast.

The school supports its pupils to realise their full potential, regardless of their starting points. Langham has high expectations of every pupil and many children at the school do well compared to national and local standards. This is achieved first and foremost through quality first teaching. Where extra support is needed, targeted interventions are delivered by trained teachers and teaching assistants. The support staff at the school are highly skilled and are able to effectively support the teachers and pupils in class. All staff are dedicated, enthusiastic, proactive and caring. The leadership team comprises the Head teacher and Governors who are dynamic, enthusiastic leaders who have developed systems in the school to monitor and support new and experienced teachers.

After teaching a drama session at Langham an internationally renowned teacher and author commented that:

*"The enabling and supportive climate created by the head teacher and staff at Langham is evidently of great benefit to both the children's academic and personal development."*

The school has a thriving community and Friends of Langham work closely with the school. The Christmas and Summer fairs, cake sales, welcome events, coffee mornings, art exhibitions and weekly celebration assemblies, concerts and half termly open classroom sessions, to name but a few, all form part of the annual calendar of events which encourage links with parents. In the most recent parent survey 100% said they 'felt welcome in school,' 100% said 'there was a happy atmosphere'. 97% said that 'the staff are approachable and 100% said that their children enjoy school' and 100% said 'The school helps parents to play an active role in school life.'

This form is broken down into the following sections:

category 1 – Quality of education

category 2 – Behaviour and attitudes

category 3 – Personal development

category 4 – Leadership and management

Quality of Education in the Early Years

## The quality of education is judged to be GOOD

Teachers have constructed a curriculum that is ambitious and designed to give all pupils, including disadvantaged pupils and those with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life. The National Curriculum alongside curriculum planning resources in which the school has invested ensures breadth and ambition. The carefully planned Curriculum enables the children to learn about the wider world and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience which can, for some children be narrow due to the rural location of Langham. Our curriculum is successfully adapted and designed to be ambitious and meet the needs of pupils with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Our pupils study the full curriculum; it's not narrowed, a broad range of subjects (exemplified by the national curriculum) is taught.

Accurate summative pupil assessment data in Reading, Writing and Mathematics is collected each term and recorded in Pupil Asset, assessment information is used to inform provision at all levels. A sample is moderated by the staff team termly. Moderation takes place through the Cromer Ridge (7 schools). A rigorous and sequential approach to the reading curriculum develops children's fluency and confidence. Children enjoy reading and are provided with a variety of opportunities to read every day. The school invests in a resource called Accelerated Reader, this tool enables teachers to accurately track reading progress and helps create a culture of reading through choice. Children read out loud to each other, on their own and in groups, they talk about the books and the authors that they enjoy.

Teachers quickly identify and support any pupils who are falling behind, and enable almost all to catch up. Our support staff structure means that those children falling behind or with additional needs can be effectively supported through quality support. Provision is recorded clearly in a system of MP3s (My Progress & Performance Plan). Teaching assistants are very well qualified and attend regular CPD. As a result, they are able to provide high quality specialised support for children both in the classroom and in target groups. When asked in the most recent pupil survey 97% of pupils said that the adults help them 'get better at their learning'. When needed SEND pupils in Year 6 are supported with transition and life skills sessions, these carefully planned sessions enable these pupils to gain an understanding of the outside world and develop crucial skills and confidence ready for High School.

Parents are provided with clear information on how well their child is progressing. Pre covid Pupil progress was reported to parents in formal face to face meetings each term, these are now held virtually. The 'Classroom Connect' sessions half termly provide parents with an opportunity to look at the children's work and chat with the teacher on a more informal basis. 89% of parents felt that they were kept well informed of their children's progress, 95% said that teachers were accessible and approachable. The school has set up a 'Padlet' for each class on the website where children's learning is shared and celebrated. Parents are provided with information on how to help their children at home in the form of a leaflet each half term, children complete home learning with enthusiasm. Year 6 pupils have access to home learning on line through a platform called 'Atom learning'. All children have access to Google classroom and online resources at home to help them such as Sumdog for maths and Night Zoo Keeper for reading and writing.

Teachers provide pupils with incisive feedback, in line with the marking policy. A system of Pink Pen has been developed to ensure this high quality feedback and marking is used as a dialogue between teacher and pupil to move children's learning forward. As a result of this children are able to talk confidently about their learning and what they need to do next. Imaginative and exciting reading teaching techniques and quality teaching in Key Stage 2 enabled 91% of pupils to reach the expected standard in reading and 45% to achieve greater depth.

Teachers share good practice with each other and continuously look to improve and enhance their teaching. They plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. The use of exciting resources such as film within English lessons through the use of the Literacy Shed and practical outdoor activity used in maths enhance learning experiences. Children are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. The teaching of phonics is expertly delivered daily using Floppy's Phonics, a Systematic and structured program with inbuilt rigorous revision to ensure the success of every child. Their progress is carefully monitored and they are assessed half termly. In 2019 80% of pupils in Year 1 achieved the expected standard, which was an increase from 75% in 2018 and 54% in 2017.

## Outcomes for pupils is judged to be GOOD

The school has small cohorts which have a fluctuating ratio of boys to girls and a high percentage of SEND pupils in some year groups. This impacts significantly upon data analysis for all groups.

In the absence of 2020 and 2021 data due to the pandemic this is our most recent data taken from Pupil Asset.

## Teacher Assessment Data for 2021 (no data for 2020)

The school has small cohorts which have a fluctuating ratio of boys to girls and a high percentage of SEND pupils in some year groups. This impacts significantly upon data analysis for all groups.

### Early Years

17 children each representing 5.8%

### 70.5% children achieved a Good Level of Development

EYFS GLD (% Exp/Exc in all strands of CL, PHY, PSE, Lit and Ma)

### Year 1 Phonic scores

6 children each representing 16.6% (6.6% SEND)

### 83% achieved the expected standard

### Key Stage 1

16 children each representing 6.25% (12.5% SEND)

Reading – 81.25% reached expected standard

Writing – 81.25% reached expected standard

Maths - 75% expected standard

### Key Stage 2

13 children each representing 7.6% (38.4% SEND)

Reading - 66% of children achieved the expected standard

Writing – 66% of children achieved the expected standard

Maths – 69% of children achieved the expected standard

## Behaviour and Attitudes is judged to be GOOD

Our pupils consistently demonstrate high levels of self-control and consistently positive attitudes to their education. If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education. When asked in the pupil survey 90% of pupils said that they were 'expected to do their best at school'. We use our behaviour policy consistently to ensure that pupils' behaviour in all lessons is at least good, as evidenced a pupil arriving in Reception with challenging behaviour is now thriving in Year 5, able to access the curriculum and shows positive behaviours for learning. The behaviour of our pupils is often commented on by visitors and is evidenced through lesson observations 'Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher.' (25.2.22) Children are self-motivated, reflective and keen to share their understanding in lessons. An International drama specialist leading a session in Key stage 2 commented: 'Children's level of engagement, questioning and understanding was well above average.'

For pupils who require additional support with their behaviour, we gain advice from outside agencies such as our Parent Support Advisor and School2School, together with strong communication channels between home and school. Where appropriate, we support families to access external support using our PSA and make referrals to CAHMS. These methods of support have enabled individual children to make excellent improvements in their behaviour over time. Five families have accessed support from the PSA in this academic year. In one case where expected progress in behaviour had not been made further advice was sought from the GP and an Educational Psychology report completed leading to diagnosis for ADHD with traits of ASD. A successful application for an EHCP was made, the child received 1:1 support in class and his behaviour was transformed as a result; he is now an active member of the community and has moved successfully into main stream High School.

Children who need extra support with their behaviour are identified, they are provided with weekly Forest School sessions. These are run by a qualified teacher who is an expert in child development and nurture. These sessions are child-centred and offer an inspirational learning process that offers opportunities for holistic growth through regular sessions. They develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

From 2018/19 the attendance figure was in line with the National Average at 95% (NA 96.1) Pupils are keen to get to school and arrive on time ready to learn. More recently (Sept 21 – May 22) this figure has dropped to 92.4% due to absence caused by Covid.

Our pupils consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties. At the end of the day in every class the children take part in a quick discussion about the things that have gone well in the day and how they have overcome any challenges. This is sometimes part of story time and is a celebration of who has worked hard through the day. The focus is on the positive things that have gone well for everyone in the day so that all children go home with a positive spin on the day's achievements. This helps with resilience, self-esteem and communication.

Our pupils make a highly positive, tangible contribution to the life of the school, the School Council meet with the Head teacher fortnightly. They have recently organised a successful Talent Show and have written to Norse to organise the provision of ketchup on a Friday with our fish and chips. They carefully consider ideas left by the pupils in the suggestion box. The suggestion of fundraising for Ukraine resulted in a sponsored walk which raised over £4000. The Council have met with the local MP, Duncan Baker to discuss democracy and to show him around their school.

The reward system of Learning Heroes is valued by both children and parents. Pre Covid parents joined us for weekly celebration assemblies and 78% of parents think that the School system of rewards was effective. Currently we share Celebration Assemblies through the school website. The Celebration Assembly is recorded by the Head teacher every week to watch online in class, parents can access this at home. Pupils are awarded for effort and learning attitudes, the assemblies include photos and videos of the previous week's events so that these can be shared and celebrated by the whole school community.

Our pupils actively support the wellbeing of other pupils, they look after each other on the playground and seek help when needed from an adult. We organise a system of Play Leaders nominated for the year, with the help of Play Leaders children are more able to support each other and problem solve independently at play times.

Children are aware of the school values which are displayed around school. In Jet Class and Quartz Class (KS2) children who display any of the school values have the privilege of taking care of a 'Pebble Pet' for the day. In Amber (KS1) children move to 'Out of this World' and receive a 'Pebble Pet' to take home. In Coral (Rec) children earn marbles in a machine, when it is full they receive a treat of a special activity.

## Personal Development is judged to be GOOD

Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. Outdoor learning activities out of school and through Forest School provide opportunities for pupils to gain confidence in themselves and their abilities by facing real outdoor challenges. The skills they learn such as risk taking, independence and cooperation are applied to their learning in the classroom.

SMSC is embedded in our curriculum and our assembly programme based on our Values ensures that our values are explained in assembly and then discussed in class. At this time assemblies are in class or recorded. Our curriculum and regular extra curricula activities support pupils to be confident, resilient and independent, and to develop strength of character. There are many opportunities to attend after school clubs such as drama, art and sporting clubs. We also organise special events that promote resilience and open children's eyes to the opportunities around them. These include Quidditch, a climbing wall, skipping and skateboarding. We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. We ensure all children have the opportunity to take part in a residential in London and have trips to more local places very term.

We promote equality of opportunity and diversity effectively; as a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. In Governor monitoring this academic year, when asked if they felt valued for their thoughts and ideas, the children in Quartz and Jet (KS2) all agreed that they felt valued and were all clear that it's ok to have different ideas and opinions and that it is Ok to disagree. We have bought a collection of books that celebrate outstanding people, from designers and artists to scientists and activists. All of them achieved incredible things, yet each began life as a child with a dream. This is something we aim to promote to the children, the books are available to all in the entrance hall.

Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. Governor monitoring states that 'The session demonstrated that the values of the school are much in evidence, especially those of enquiry, communication, thoughtfulness, cooperation and respect.'

We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way in class. Our curriculum includes e-safety lessons in computing and a weekly assembly which focuses on keeping safe on line. Pupils have an awareness of bullying through our PSHE curriculum for which we use the excellent PSHE Association resources. Pupils know when asked that bullying it is never tolerated. Children are taught to be kind through our Values assemblies and on-going discussions in class. When the children with SEND filled in their one page profiles at the beginning of the academic year they all said that their strength was: "I am kind."

We provide high-quality pastoral support. Pupils know who to talk to when they have a problem and are taught to support each other to seek help when needed. 97% of parents when asked said that their children know who to talk to when they have a problem. The school Council have requested a 'Buddy Bench' for any children who can't find a friend at playtime, this has been ordered.

Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Weekly food and nutrition sessions are taught by a specialist teacher, with each child receiving half a term of planned practical cookery sessions. These sessions have been observed to be outstanding by the Head teacher. Children in Coral Class (Rec) have weekly food and nutrition sessions throughout the year. Children enjoy taking part in the Daily Mile on a specially installed track and regular physical activity throughout the day such as 'Gonoodle'. All pupils have two hours of PE teaching from a qualified specialist teacher.

Children have an age-appropriate understanding of healthy relationships education. We use the Norfolk Education RSE resources to plan lessons so that children progress their knowledge and understanding through time. We provide a wide

range of opportunities to nurture, develop and stretch pupils' talents and interests. Our pupils appreciate these and make good use of them. We invite a range of specialists into school such as tutors in skateboarding, Quidditch, climbing and cycling. Children attend a range of after school clubs. These clubs provide a range of opportunities; drama, art and craft, lego, football, dodge ball and multi sports. Pupil Premium is used to ensure equality of opportunity.



## Effectiveness of Leadership and Management is judged to be GOOD

Those responsible for governance understand their role and carry this out effectively. They ensure that they are kept up to date through training and research. They appoint a professional Clerk through Governor services who minutes every meeting.

Governors have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Our Aims, Vision and Values are revisited each year to ensure all Governors are focused on the same clear mission. The SIDP is shared with parents, published on the website and its progress referred to regularly via the monthly newsletter. A 'family friendly' leaflet version of the SIDP is provided to parents and carers each year.

Governors and the Head teacher focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. Within our limited budget, funding is assigned to relevant staff training. The school has invested in VNET a local provider of training. Recent training has included Speech and Language, SEND, subject leadership, mental wellbeing and PE teaching. As a result the practice and subject knowledge of all our staff, including Teaching Assistants, builds and improves over time. One teaching assistant has gained QTS this year through the school based assessment route, she is now an ECT and enrolled in the Ambition Institute who support her further training.

Much of the Pupil Premium grant is spent on high quality and experienced support staff who deliver interventions individually and in small groups such as Sound discovery, Catch up, Plus 1 and 2, Toe by Toe and computer based learning such as Nessy.

Governors engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Before Covid19 restriction Governors organised Parent Forums in order to seek the views of parents and carers, these were focused and purposeful. Governors now produce an annual newsletter and keep in touch with parents through email and they engage with the Local Authority and other local schools through the Cromer Ridge group of schools and VNET.

Governors engage with staff and are aware and take account of the main pressures on them. Staff wellbeing is an agenda item at each Governors meeting. We have a Governor who is responsible for staff wellbeing who feeds back at each meeting. Governors are realistic and constructive in the way they manage staff, including their workload, they are particularly aware of this due to the nature and size of the school and the resulting pressures on the Head teacher. Middle leadership has developed over the past four years with an experienced teacher given time each week to develop new whole school initiatives such as changes to the marking system, development of the Computing and maths Curriculums and implementation of Google Classrooms and Atom Learning. Subject Leaders are engaging with training to ensure consistency continuity and progression in each area of the curriculum.

Our governors ensure that their training is up to date and that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. The head teacher produces a half termly report which is discussed and challenged by Governors. Work at Committee level ensures that the school's self-evaluation is thorough and accurate and that the school's actions are carefully planned, concerted and effective. Governors monitor areas of the SIDP, they have completed training on how to monitor remotely while their usual school visits were not permitted. Monitoring forms are shared and impact discussed at Full Governor Meetings.

Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

We have a culture of safeguarding that supports effective arrangements to:

- Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help
- Manage safe recruitment and allegations about adults who may be a risk to pupils

## The effectiveness of the Early Years provision: The quality & standards are judged to be Good

The quality of Early Years education provided is excellent.

In 2017 67% children achieved a Good Level of Development with an average point score of 31.8

In 2018 67% children achieved a Good Level of Development with an average point score of 33.5

In 2019 71% children achieved a Good Level of Development with an average point score of 33.1

In 2020 73% children achieved a Good Level of Development

In 2020 and 2021 children made rapid progress in their learning from their varied starting points despite the gaps caused by Covid. This is evidenced through EYFS results.

Children achieve highly in Personal, Social and Emotional Development, Physical Development and Communication and Language, (All above National Average in 2019). This is due to targeted teaching and learning led the Early Careers Teacher and skilled practitioners and a small class size taught in a good quality Early Years environment. Our children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. Children starting with profound behavioural difficulties and barriers to learning make exceptional progress due to individual support, quality interactions between staff and children and an outstanding culture of high standards and expectations for all.

Our EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The curriculum is child centred and play based. The learning environment is inspiring, includes free flow indoor and outdoor provision and is reflective of the current learning needs of the individual children. The impact of the curriculum on what children know, can remember and do is strong. Our children demonstrate this through being deeply engaged and sustaining high levels of concentration. Our children are highly motivated and are eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties.

We judge behaviour to be outstanding in the Early Years, with clear management systems that are rigorously and consistently adhered to by all staff. Children feel safe and secure to learn and are extremely independent. Parents report regularly that they are happy with the provision provided and feel that their children 'Can't wait to get to school in the mornings.'

Assessments are made on 'Tapestry' of three focus children per week. A range of evidence is used to support assessments that results in consistent and accurate judgements and appropriate next steps in learning are planned. Data is fed into Pupil Asset termly.

Parents are actively involved in their children's learning, which we encourage and support through the interactive computer based Learning Journey program 'Tapestry' together with regular formal meetings and communication through daily face to face contact.