

SEF ON A PAGE

<p style="text-align: center;">OUTCOMES - Good</p> <ul style="list-style-type: none"> • Since the 2016 Ofsted, all pupils who started their education at Holme School, have achieved age related expectations at all key stages, and in all subjects, bar one child in one subject. • Progress of pupils in all year groups since the 2016 inspection has been strong • Groups of SEN or disadvantaged learners are too small to provide statistically valid data, but the individuals concerned are making good progress • Progress data for KS2 suggests weaknesses but note large confidence intervals and the fact that 3 of the four pupils have only been in our school for one year • Progress data for children within the school, is broadly in line with national norms despite some 'lost years' prior to the 2016 inspection • Attainment in EYFS and KS1 well above national norms. • Children from the school settle and generally do very well at the High School 	<p style="text-align: center;">TEACHING AND LEARNING - Good</p> <ul style="list-style-type: none"> • The school has appointed a new teacher at KS2 where Ofsted observed weak teaching previously • New marking and assessment policy has been introduced and this coupled with a wide variety of moderation activities has led to assessment outcomes that are reliable and informative • Intervention practice has greatly improved to ensure pupils receive the extra support and help they need to progress • The school has engaged in a drive to encourage independent learning and pupils have responded positively to this • Teachers provide a wide variety of learning activities and encourage pupils to ask questions and want to find out more • Teachers create a positive learning environment in which pupils want to develop and improve. Classroom management is good and this contributes positively to the learning ethos
<p style="text-align: center;">BEHAVIOUR & PD – Good</p> <ul style="list-style-type: none"> • Attendance is usually above national average • Where pupils have become PA students, there attendance has improved the following year • Pupils show a respectful attitude towards each other and staff • Pupils have a good attitude to their learning and generally show a positive attitude to their work • Bullying is extremely rare, as are examples of racist and intolerant behaviour • There is an orderly and calm atmosphere within the school • Pupils feel safe at the school and know how to keep themselves safe • Pupils' personal development is a strength of the school and there are no general concerns about pupil welfare. • Pupils conduct themselves well throughout the school day and are aware of how their behaviour has an impact on others 	<p style="text-align: center;">LEADERSHIP – Good</p> <ul style="list-style-type: none"> • A new Head Teacher has been appointed and the majority of the governors have changed • An external review of governance has taken place – training has been undertaken and all governance processes reviewed. Governors are better informed and better able to offer support and challenge. • All school policies have been reviewed and re-written as necessary • Financial procedures and systems have been changed, and the school's future secured financially with increased pupil numbers and changed thinking • Safeguarding procedures are secure • The curriculum is broad and balanced and the school has recently been awarded the Sportsmark Gold and Music Mark Award • The school's vision has been re-visited and re-written, and the school has adopted an open, welcoming and transparent ethos • School staff have benefitted from an excellent range of CPD activity

<p style="text-align: center;">OVERALL - Good</p> <ul style="list-style-type: none"> • All key judgements are good • The school has improved significantly since the last inspection, has managed much change, and has the capacity to further improve as these changes are further embedded • Safeguarding is effective
