



Crays Hill
Primary *School*



BERLESDUNA
ACADEMY TRUST

School Self Evaluation

September 2026

This SEF is for staff, Governors and OFSTED. It contains contextual and descriptive information.

Our School Vision

Area Information

The following information is in relation to the school being part of the Crouch Ward. However, this needs to be interpreted with caution as nearly all of our families are from the Irish Traveller community and are very unlikely to have completed a census. Many families are unable to access documents such as this due to being unable to read or write or not being a part of these processes. Our families form a very large part of the Crays Hill community but may not show up on any community data due to high mobility in their life style.

Dale Farm is a plot of land situated on Oak Lane in Crays Hill, Essex. Until October 2011, it was the site of one of the largest Traveller concentrations in the UK,[1] at its height housing over 1,000 people, along with the adjacent Oak Land site. Although Basildon District Council had granted permission for the site to be used by a small number of Traveller families, no planning permission was given for the expansion of the site into land located within the Green Belt.[2][3]

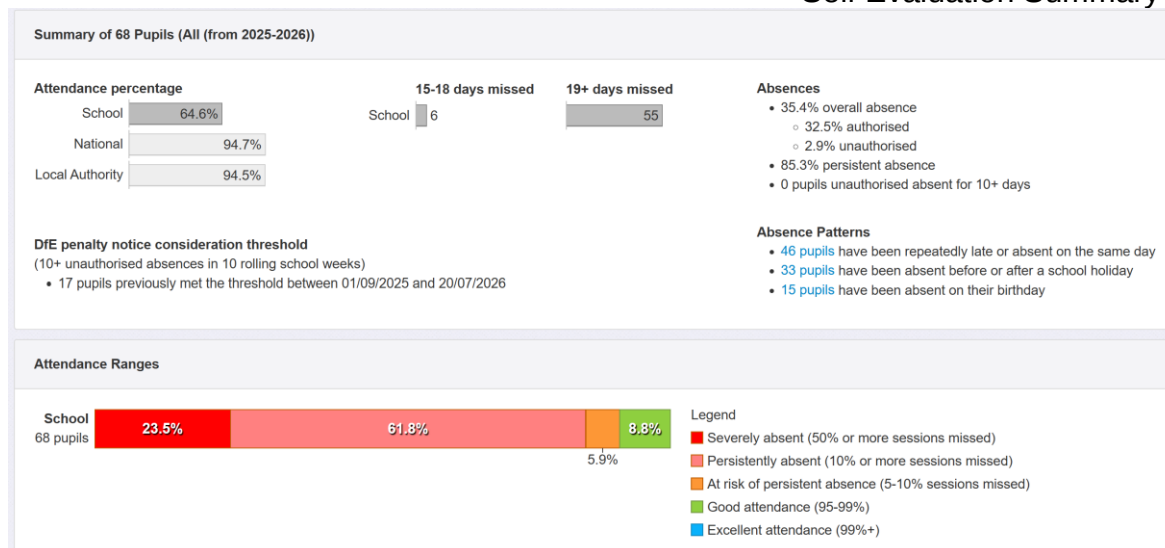
The history of the Traveller site and current information on the community and a rough guide to numbers can be found here:
https://en.wikipedia.org/wiki/Dale_Farm

KEY FACTS		POPULATION SUMMARY																																																									
- Crouch ward's 2018 estimated population is 9072. The ward's population is estimated to have increased by 6.5% (557 residents) since 2008. - Crouch has a lesser proportion of 0-14 year olds (17.6%) than Basildon as a whole (19.7%). It has more residents from ages 15 to 64, 63.8%, compared to 63.1% across Basildon. - Crouch's over 65 population proportion increased between 2008 and 2018 from 12.9% to 18.6%. Basildon's has increased over the period from 14.9% to 16.6% - According to the 2011 Census, Crouch has a greater proportion of BME residents (14.3%) than the wider Basildon area (10.4%)		<table> <tr> <th></th><th>Crouch</th><th>%</th><th>Basildon</th><th>%</th><th>England %</th></tr> <tr> <td>Total Pop</td><td>9,072</td><td></td><td>185,862</td><td></td><td></td></tr> <tr> <td>Males</td><td>4,453</td><td>49.1%</td><td>90,194</td><td>48.5%</td><td>49.2%</td></tr> <tr> <td>Females</td><td>4,619</td><td>50.9%</td><td>95,668</td><td>51.5%</td><td>50.8%</td></tr> <tr> <td>0-14</td><td>1,600</td><td>17.6%</td><td>36,665</td><td>19.7%</td><td>17.7%</td></tr> <tr> <td>15-64</td><td>5,789</td><td>63.8%</td><td>117,275</td><td>63.1%</td><td>65.9%</td></tr> <tr> <td>65+</td><td>1,683</td><td>18.6%</td><td>31,922</td><td>17.2%</td><td>16.4%</td></tr> <tr> <td>BME</td><td>1,297</td><td>14.3%</td><td>29,559</td><td>10.4%</td><td>20.2%</td></tr> <tr> <td>White British</td><td>7,775</td><td>85.7%</td><td>156,303</td><td>89.6%</td><td>79.8%</td></tr> </table>					Crouch	%	Basildon	%	England %	Total Pop	9,072		185,862			Males	4,453	49.1%	90,194	48.5%	49.2%	Females	4,619	50.9%	95,668	51.5%	50.8%	0-14	1,600	17.6%	36,665	19.7%	17.7%	15-64	5,789	63.8%	117,275	63.1%	65.9%	65+	1,683	18.6%	31,922	17.2%	16.4%	BME	1,297	14.3%	29,559	10.4%	20.2%	White British	7,775	85.7%	156,303	89.6%	79.8%
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School Context

- Crays Hill Primary School is a unique school, almost all our pupils are from the Traveller community, nearly all of those from the Irish Traveller community. Four children are from the local non-traveller community. Children join the school at any age between 4 and 11, with few having had any previous experience of formal education, regardless of age. AOE is always significantly lower than typical; baseline assessment is always well below.
- The school as of September 2026 has 68 pupils.
- The school is made up of 5 classes. A mixed EYFS/ Year 1 class, a mixed Year 2/3 class, a year 4 class and a mixed year 5/6 class. The school also has an SEN provision for our high needs SEN pupils who are non-verbal or very low verbal ability.
- Since May 2018 we are part of the Berlesduna Academy Trust.
- The Trust is currently a group of 11 schools that all hold the same beliefs and values regarding children and especially vulnerable children. The school is well supported by the trust CEO, CFO, DoE and HR and the network of headteachers. Through the trust, the school accesses high quality training that all staff have the opportunity to access, subject network meetings, HT meetings, finance and HR support.
- The Trust gives our pupils the opportunity to meet with other pupils from the local area and take part in trust events, including sporting events and competitions, in a safe and supportive environment. This has enabled our pupils to see themselves as part of a wider community and to experience being accepted by and in turn for them to be accepting of others outside of their immediate community.
- For cultural reasons, attendance rates are well below national averages although we are rigorous in encouraging improved attendance.
- From 25-26 data of attendance is as follows:

Self Evaluation Summary



- With the exception of a very small number of pupils, most children live in low literacy environments with many parents or carers who never attended a school themselves. Parents take an interest in their children's work and are very supportive of school although the ability to support children with school related work at home is varied.
- Most pupils make strong progress relative to their starting points and attendance
- The very high mobility among this community means the number on roll and in attendance fluctuates very considerably on a daily basis. Every day is an important learning opportunity.
- Most pupils travel regularly and hence have periods with no formal learning. On their return, each pupil is effectively re-assessed to take account of any regression and re-enter their learning at an appropriate level, thus enabling them to access the curriculum. Some pupils may need to go through this process several times a year. We baseline our pupils core subjects to ensure gaps in learning are identified and addressed through small group and / or 1-1 teaching where necessary.
- Very few, if any of our pupils have an uninterrupted education and more than half are absent more than they are present. Pupils make good or better progress, when comparing progress to attendance. Because of the work we have done and continue to do with our parents, absences are increasingly notified to the school in advance. Accurate return dates from Travelling are very difficult to confirm in advance, making forward planning exceptionally difficult.
- Nearly all of our pupils live on Traveller sites and the majority arrive by bus or taxi, with increasingly more being delivered by their parents.
- Many of our Traveller pupils would receive no formal education if they did not attend here and none have progressed to Secondary school in the past several years. Most leave education by the end of primary school, following their cultural roots, girls support mums to be home makers; boys usually join their fathers' work.
- The school is experienced at planning for and recruiting staff including teachers for classes that can fluctuate in size on a daily basis from less than ten pupils to up to thirty pupils. Regardless of the number of pupils in a class on a particular day, our teachers work very hard to ensure the needs of each pupil are being met. We have our strongest staff team for many years. Teachers are well supported and trained and become skilled at adapting learning for the broad range of learners.

Priority Areas for Improvement for 2026/27

OFSTED actions (September 2022)

Areas identified from the inspection that the school needs to improve further:

- In a few subjects, leaders have not set out clearly what pupils will learn. As a result, teachers take broad aims and determine what specifics to teach. How well teachers do this varies, meaning some pupils have misconceptions about vocabulary and concepts leaders want them to know. Leaders should make the necessary changes to their planned curriculum, so teachers know what to teach, and what to check pupils know, to inform their teaching.
- Not all pupils feel able or are able to take on responsibilities at the school. As a result, some pupils do not become fully engaged in the life of the school community. Leaders should review the opportunities for pupils to contribute to school life and learn about responsibility.

Trust School Review – October 2025

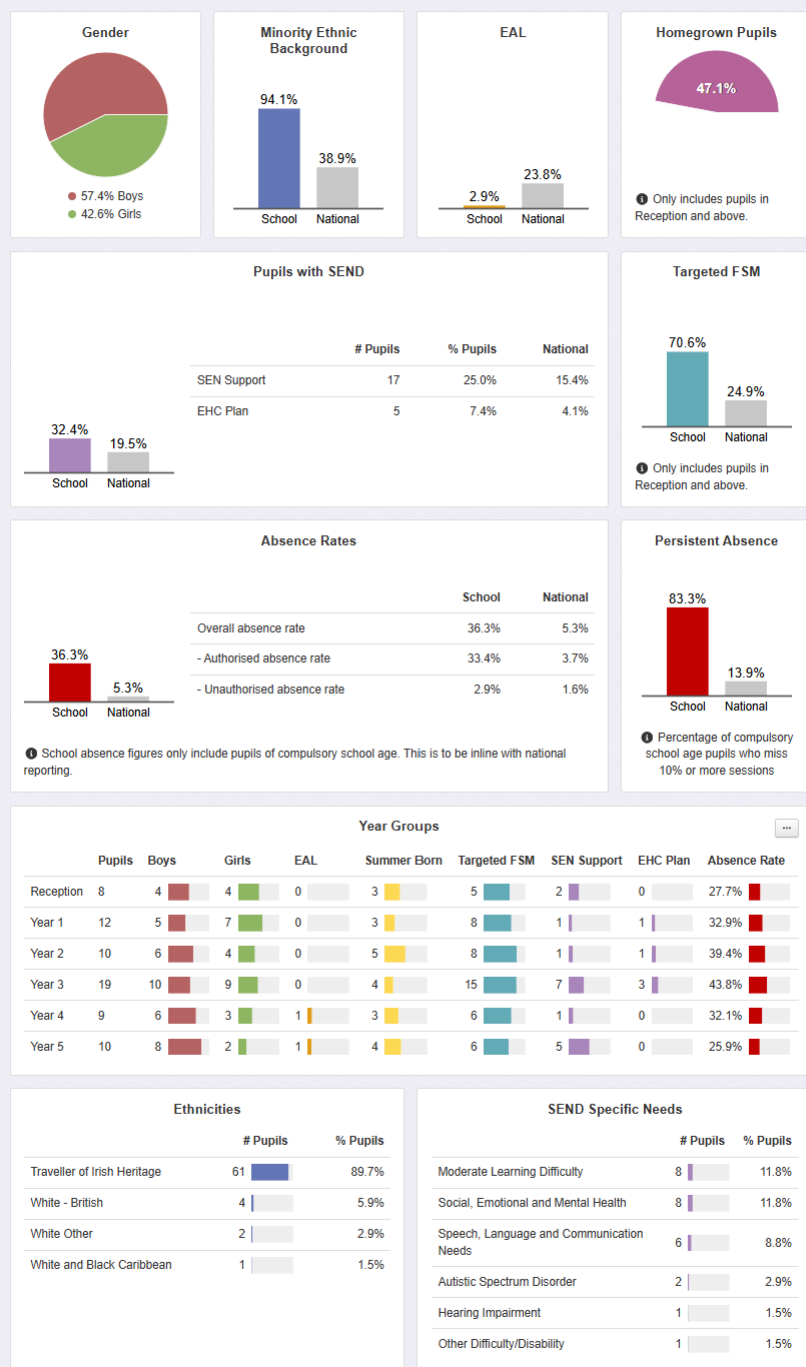
- When completing self-evaluation, ensure that achievement and attendance is described clearly in the context of the school and demonstrates the strong practice the school has in these areas.
- Respond to the views of some pupils about how they might engage with children with backgrounds different to their own if they joined the school so they could overcome their concerns.
- Arrange visits to highly effective early years in other schools to support the development of the ECT.
- When completing self-evaluation, ensure that achievement and attendance is described clearly in the context of the school and demonstrates the strong practice the school has in these areas.
- Respond to the views of some pupils about how they might engage with children with backgrounds different to their own if they joined the school so they could overcome their concerns.
- Arrange visits to highly effective early years in other schools to support the development of the ECT.
- To meet the needs of EAL pupils, ensure that language acquisition is promoted at every opportunity.

Demographics – September 2026

Demographics of Crays Hill Primary School

2025-2026: 68 Pupils

Print



Safeguarding (Met)

Safeguarding is effective and underpinned by a strong, embedded culture across the school. Leaders ensure that safeguarding is prioritised in all aspects of school life, supported by clear, up-to-date policies and robust procedures that are consistently implemented.

Leaders are proactive and vigilant in ensuring that all staff are appropriately trained and understand their roles and responsibilities. Regular safeguarding training, including updates on health and safety and GDPR, ensures staff confidence and consistency in practice. As a result, staff identify concerns promptly and take swift, appropriate action to keep pupils safe.

Safeguarding leadership is distributed effectively, with clear lines of responsibility for designated safeguarding leads, curriculum leaders and SEND leadership. This ensures strong oversight, accountability and timely support for pupils, particularly those who are vulnerable or have additional needs. The SENCo works closely with staff, families and external agencies, providing expert guidance and ensuring that individual strategies are implemented consistently to support pupils with complex needs.

Self Evaluation Summary

The school places a strong emphasis on inclusion, safeguarding and positive relationships with families. Leaders engage effectively with parents and carers, building trust and ensuring early intervention where concerns arise. The school works closely with external professionals to seek expert advice and ensure that pupils receive appropriate, coordinated support.

Operational systems are well-managed. The school office functions efficiently, ensuring that safeguarding records, attendance monitoring and communication systems are secure, accurate and responsive. The site is well maintained; the site manager ensures that the environment is clean, safe and fit for purpose, contributing to pupils' sense of security and wellbeing.

Pupils report that they feel safe, cared for and valued. Behaviour expectations are clear and consistently applied, with a strong focus on safety, respect and learning. Therapeutic approaches and restorative practices support pupils in understanding the impact of their behaviour and enable incidents to be managed in a protective and educational way. This helps pupils develop accountability, self-regulation and positive relationships.

From the earliest stages, safeguarding is integral to provision. The EYFS team works closely with the SENCo to ensure early identification of need and a responsive, inclusive approach. The curriculum prioritises oracy, early reading and personal development, ensuring that children feel safe, respected and ready to learn.

As a result of these actions, safeguarding arrangements are effective. Pupils are protected, supported and develop the confidence, resilience and attitudes needed to thrive academically and personally

Attendance procedures are robust, and the office works closely with the headteacher to follow up on severe and persistent absence, particularly among vulnerable groups. The school continues to develop and apply tailored strategies to engage Traveller families and the wider school community, respecting cultural practices while promoting regular school attendance. The school promotes mental health, resilience, and a positive school culture, ensuring that everyone in the school community feels valued and supported.

Staff concerns are acted upon swiftly and records demonstrate timely referrals and appropriate escalation where required.

Pupils consistently report that they feel safe in school and know who to speak to if they are worried.

Inclusion (Expected)

- Inclusion is at the heart of our ethos. We celebrate diversity and ensure all pupils—regardless of background, ability or need—feel valued, supported and empowered to succeed.
- Crays Hill Primary School is highly inclusive in its approach, ensuring that all pupils are supported to access learning, workstations are used where appropriate to provide structured and personalised learning environments, ensuring that all pupils, including those with SEND and disadvantaged backgrounds, receive tailored support to thrive.
- Teaching staff create classroom environments where everyone feels safe and supported and are trained to adapt teaching strategies, and foster positive relationships that promote engagement and wellbeing.
- The school works closely with external agencies to seek expert advice and implement best practices for supporting pupils with complex needs.
- A specialist provision has been established for pupils with very high needs, including those who are non-verbal or have limited verbal communication and hold EHCPs or have an EHCPNA in progress, ensuring they receive targeted support in a nurturing and structured setting. Our dedicated SEN provision ensures bespoke support, structured communication systems (e.g., PECS, Makaton), and tailored sensory provision.
- The SENCO provides expert guidance to staff, liaises effectively with families, and ensures that tailored strategies are implemented consistently across the school.
- The school has developed positive relationships with families, showing cultural sensitivity and flexibility where appropriate. Parental engagement has strengthened through home-school liaison, workshops, and consistent communication.
- A particular strength of the school is its ability to build and sustain trusting relationships with families and children who may have had limited previous engagement with formal education. Leaders have established an open, respectful and culturally sensitive partnership with the community, supported by the headteacher's open-door policy and an ethos in which parents and carers know their views, concerns and circumstances will be taken seriously. Families are regularly invited into school through assemblies, consultations and workshops, enabling them to understand the school's expectations, celebrate their children's achievements and see learning in action. Daily check-in calls during periods of absence help maintain relationships, identify barriers and ensure that children remain connected to school. This balance of trust, respect and high expectations has strengthened parental engagement and contributes directly to pupils' willingness to attend, settle and engage positively with education.
- Leaders are determined that pupils remain active members of the school community, even during periods of travelling or extended absence. Children are deliberately 'held in mind'; photographs remain displayed around the school, trays and coat pegs are retained and learning materials are kept ready for immediate use on their return. This reinforces pupils' sense of belonging and communicates that they continue to be valued members of the school community regardless of their attendance pattern. As a result, pupils return to a familiar and welcoming environment where relationships with staff and peers are quickly re-established.
- The school's strong relationships with families and commitment to belonging enable pupils to re-engage with learning successfully following periods away from school. On return, teachers and subject leaders use a combination of formal and informal assessment to identify how well knowledge and skills have been retained and where additional support may be required. Provision, interventions and groupings are adapted accordingly, enabling pupils to reintegrate smoothly into learning and continue to make progress from their individual starting points despite interruptions to their education.
- The curriculum is broad, balanced, and carefully sequenced with a strong emphasis on inclusion, personal development, and respect.
- Leadership is focused and ambitious, with clear priorities for sustained school improvement, including inclusion.
- The EYFS teacher works closely with the SENCo to ensure early identification of need and a responsive, inclusive approach.

Curriculum and Teaching (Expected)

- The curriculum is ambitious, inclusive and carefully adapted to meet the needs of Crays Hill Primary School's highly mobile community. It is aligned with the National Curriculum while remaining responsive to pupils' starting points, prior experiences and cultural context. Leaders have identified the essential knowledge, vocabulary and skills that pupils need to learn in each subject and have sequenced learning to help pupils build understanding

Self Evaluation Summary

over time. Monitoring, work scrutiny and pupil discussions demonstrate that pupils increasingly retain and recall key knowledge and make links between previous and current learning.

- Reading is at the heart of the curriculum and is recognised as the key driver for improving life chances. The systematic teaching of phonics through Read Write Inc. begins in EYFS and continues throughout Key Stage 1 and beyond where required. Fidelity to the programme is monitored closely. Pupils receive additional targeted reading sessions each day, enabling them to practise and apply their developing reading skills. As a result, pupils develop increasing confidence and fluency when reading and demonstrate improved understanding of vocabulary across the curriculum.
- Oracy is a significant strength and underpins learning across subjects. Consistent approaches, including RWInc strategies and NCETM sentence stems, support pupils in developing vocabulary, articulating their thinking and explaining their understanding. Pupils increasingly use subject-specific language when discussing their learning and are becoming more confident in expressing ideas, reasoning and opinions.
- Writing is taught through a structured and progressive approach using Read Write Inc. and Pathways to Write. Regular opportunities for extended writing across the curriculum enable pupils to apply grammar, punctuation and vocabulary in meaningful contexts. Book scrutiny demonstrates increasing independence, stamina and accuracy in pupils' written work over time, particularly for those pupils with stronger attendance.
- Mathematics is delivered through a mastery approach supported by NCETM, White Rose Maths and Oak Academy resources. Learning prioritises fluency, reasoning and problem-solving. Flexible grouping enables teachers to address gaps in learning effectively and provide appropriate challenge. Pupils are developing increasing confidence in mathematical reasoning and are able to explain methods using agreed mathematical language and sentence stems. Regular assessment informs teaching and ensures misconceptions are identified and addressed promptly.
- Foundation subjects are supported through carefully planned progression documents, knowledge organisers and knowledge mats that identify key vocabulary, concepts and disciplinary knowledge. Monitoring, work scrutiny and pupil discussions indicate improving consistency across subjects and demonstrate that pupils increasingly remember and apply previously taught vocabulary and knowledge. Subject leaders are continuing to strengthen assessment and curriculum sequencing in foundation subjects to ensure learning builds securely over time.
- Teaching is characterised by strong relationships, high expectations and an accurate understanding of pupils' individual needs. Teachers use ongoing assessment effectively to adapt learning, address gaps and ensure pupils can access the curriculum successfully. Adaptive teaching, targeted interventions and small-group support enable pupils with SEND, disadvantaged pupils and those with interrupted educational experiences to engage fully with learning.
- Leaders prioritise the professional development of staff through regular CPD, peer observation, coaching and performance management. This has contributed to increasing consistency in curriculum delivery and classroom practice across the school. Subject leadership continues to develop, with a particular focus on strengthening curriculum coherence, assessment and leadership within foundation subjects.
- The EYFS curriculum provides a nurturing and inclusive start to school life. Strong emphasis is placed on communication, language development, early reading and personal development. The mixed EYFS/Year 1 provision successfully maintains the integrity of the Early Years curriculum while ensuring appropriate challenge and progression for Year 1 pupils. Children are supported to develop independence, positive learning behaviours and readiness for Key Stage 1.
- Subject leader monitoring demonstrates improving progression across foundation subjects. Pupils can recall previously taught learning, use subject-specific vocabulary and make links between topics studied over time. Book scrutiny shows increasing consistency in curriculum coverage and opportunities for pupils to apply reading and writing skills across subjects.
- Overall, the curriculum provides pupils with the knowledge, vocabulary and skills they need to succeed. Although attendance and mobility remain barriers to sustained achievement, evidence from monitoring, books and pupil discussions demonstrates that pupils learn, remember and apply increasingly more of the intended curriculum over time.

Achievement (Expected)

- Crays Hill Primary School serves a highly mobile community where many pupils join the school with limited or no previous experience of formal education. Published attainment outcomes remain significantly below national averages; however, these outcomes must be considered alongside exceptionally high pupil mobility, prolonged periods of absence and the number of pupils who are absent during statutory assessment windows.
- Leaders judge achievement to be improving but variable. Published attainment remains significantly below national averages; however, due to high mobility, interrupted education and low attendance, attainment data alone does not fully reflect pupils' achievement. School assessment information, book scrutiny and statutory outcomes indicate that pupils with stronger attendance achieve more highly and demonstrate greater retention of knowledge and skills over time.
- Book scrutiny, lesson visits and moderation activities show that pupils retain key knowledge and develop skills over time. Within individual year groups, pupils' work demonstrates clear progression in writing, reading comprehension and mathematical fluency from their starting points, particularly for those with more consistent attendance.
- Monitoring of foundation subjects demonstrates that pupils increasingly recall and use subject-specific vocabulary and knowledge. Evidence from books, pupil discussions and curriculum reviews shows that pupils access a broad curriculum and are developing understanding across a range of subjects despite interrupted educational experiences.
- Subject leader monitoring demonstrates that pupils can recall prior learning and use subject-specific vocabulary with increasing confidence across history, geography and science.

In 2025/26, statutory outcomes showed that:

- 11% of children achieved a Good Level of Development in EYFS compared to a national figure of 69%. The cohort consisted of nine children, of whom only two had good attendance. The only child who achieved GLD had attended nursery prior to joining school. Five children joined in September 2025 and four joined later in the year.
- 27% (3 of 11) of Year 1 pupils achieved the expected standard in the Phonics Screening Check. One pupil was disapplied and five pupils were absent during the testing period. Of the eight pupils eligible and attending school, school assessment information indicated that seven were working at the expected standard.
- 60% (6 of 10) of Year 2 pupils achieved the expected standard in the Phonics Screening Check. All three Year 2 pupils who were present and required to retake the check passed. School assessment information showed that eight of the ten pupils on roll were working at the expected standard before testing.
- 10% (1 of 10) of pupils achieved the expected standard in the Key Stage 1 combined measure. Attendance for pupils who did not achieve the expected standard ranged from 15% to 43%, which leaders identified as the principal barrier to attainment.
- In Key Stage 2, 75% of pupils who completed the reading assessment achieved the expected standard. One additional pupil narrowly missed the threshold with a scaled score of 96.
- In Key Stage 2, 25% of pupils achieved the expected standard in Grammar, Punctuation and Spelling. The remaining pupils achieved scaled scores of 97 and 98, with one pupil achieving a scaled score of 109.
- School data demonstrates a strong relationship between attendance and achievement. Across statutory assessments, pupils who attended regularly were considerably more likely to achieve expected standards than pupils whose education had been interrupted by prolonged periods of absence,

Self Evaluation Summary

travelling or late admission to the school. For example, five Year 1 pupils were absent during the phonics screening period, while several Key Stage 2 pupils with attendance rates of 6.6%, 8% and 43.9% were absent during the SATs assessment window.

- Pupil mobility continues to have a significant impact on published outcomes. During 2025/26, several pupils joined the school during Key Stage 1 and Key Stage 2 with little or no previous schooling experience. Records show that some pupils entered school with no prior phonics knowledge, while one Year 6 pupil joined in February 2026 with no previous school experience and subsequently progressed through four Read Write Inc. levels before leaving the school in June.
- Leaders maintain a secure understanding of achievement through statutory outcomes, assessment information, book scrutiny, moderation and ongoing review of individual pupil circumstances. Analysis of outcomes consistently identifies attendance, mobility and disrupted educational experiences as the most significant barriers to attainment. Where pupils are able to sustain attendance and remain in education for longer periods, assessment information indicates stronger outcomes than published data alone suggests.
- Overall, achievement remains below national averages. However, evidence demonstrates that pupils acquire important literacy, numeracy and curriculum knowledge despite significant barriers caused by mobility and absence. Pupils with sustained attendance achieve markedly stronger outcomes, and improving attendance remains the school's greatest priority for raising achievement further.

Self Evaluation Summary

Academic Year 2025-2026

Filter Pupils

Sections

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Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% achieving the expected standard	10	0%	Below	63%	0th
KS2 Reading, Writing & Maths combined	% achieving the higher standard	10	0%	Below	~ 8%	10th
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	9	0%	Below	~ 44%	1st
Phonics Screening Check	% passing in Year 1	11	27%	Below	~ 82%	0th
Early Years Foundation Stage	% achieving a Good Level of Development	9	11%	Below	~ 72%	1st

Please note that some school results may vary from official statistics. This can happen if Insight doesn't have data for all pupils. For example, data will be missing for a pupil who left school before you started using Insight.

Go to detailed results: [KS2](#) [MTC](#) [KS1](#) [Phonics](#) [EYFS](#)

Legend

- Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

Key Stage 2

Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	0%	60%	10%	61%	20%	62%	10	0%	63%
Reading, Writing & Maths combined	% achieving the higher standard	0%	8%	0%	8%	0%	8%	10	0%	~ 8%
Reading	% achieving the expected standard	11%	73%	40%	74%	20%	75%	10	30%	75%
Reading	% achieving the higher standard	0%	29%	0%	29%	0%	33%	10	0%	~ 30%
Reading	Average scaled score	97.0	105.0	100.9	105.0	105.0	106.0	4	103.3	106.0
Writing	% achieving the expected standard	0%	71%	10%	72%	20%	72%	10	0%	73%
Writing	% working at greater depth	0%	13%	0%	13%	0%	13%	10	0%	~ 13%
Maths	% achieving the expected standard	0%	73%	20%	73%	20%	74%	10	0%	75%
Maths	% achieving the higher standard	0%	24%	0%	24%	0%	26%	10	0%	~ 27%
Maths	Average scaled score	89.0	104.0	95.2	104.0	108.0	105.0	4	87.8	105.0
GPS	% achieving the expected standard	11%	72%	60%	72%	20%	73%	10	10%	74%
GPS	% achieving the higher standard	0%	30%	0%	32%	20%	30%	10	0%	~ 30%
GPS	Average scaled score	95.8	105.0	101.7	105.0	111.0	105.0	4	100.5	105.0
Science	% achieving the expected standard	0%	80%	10%	81%	60%	82%	10	0%	82%

Multiplication Tables Check (MTC)

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	0%	29%	0%	34%	8%	37%	9	0%	~ 44%
Average score (out of 25)	17.3	20.2	11.3	20.6	13.3	21.0	4	10.0	~ 21.6

Key Stage 1

Subject	Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% achieving the expected standard	9%	~ 56%	22%	~ 58%	22%	~ 59%	10	20%	~ 58%
Reading, Writing & Maths combined	% working at greater depth	0%	~ 6%	0%	~ 6%	0%	~ 6%	10	0%	~ 6%
Reading	% achieving the expected standard	27%	68%	33%	~ 71%	28%	~ 71%	10	20%	~ 70%
Reading	% working at greater depth	0%	19%	11%	~ 19%	11%	~ 19%	10	0%	~ 18%
Writing	% achieving the expected standard	27%	60%	22%	~ 62%	33%	~ 64%	10	20%	~ 63%
Writing	% working at greater depth	9%	8%	0%	~ 8%	0%	~ 9%	10	0%	~ 9%
Maths	% achieving the expected standard	18%	70%	44%	~ 72%	33%	~ 73%	10	50%	~ 71%
Maths	% working at greater depth	0%	16%	0%	~ 16%	0%	~ 16%	10	0%	~ 16%
Science	% achieving the expected standard	27%	79%	44%	~ 82%	50%	~ 83%	10	40%	~ 83%

Phonics Screening Check

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% passing in Year 1	43%	79%	50%	80%	45%	80%	11	27%	~ 82%
% passing check by end of Year 2	45%	89%	67%	89%	61%	89%	10	50%	~ 91%

Early Years Foundation Stage

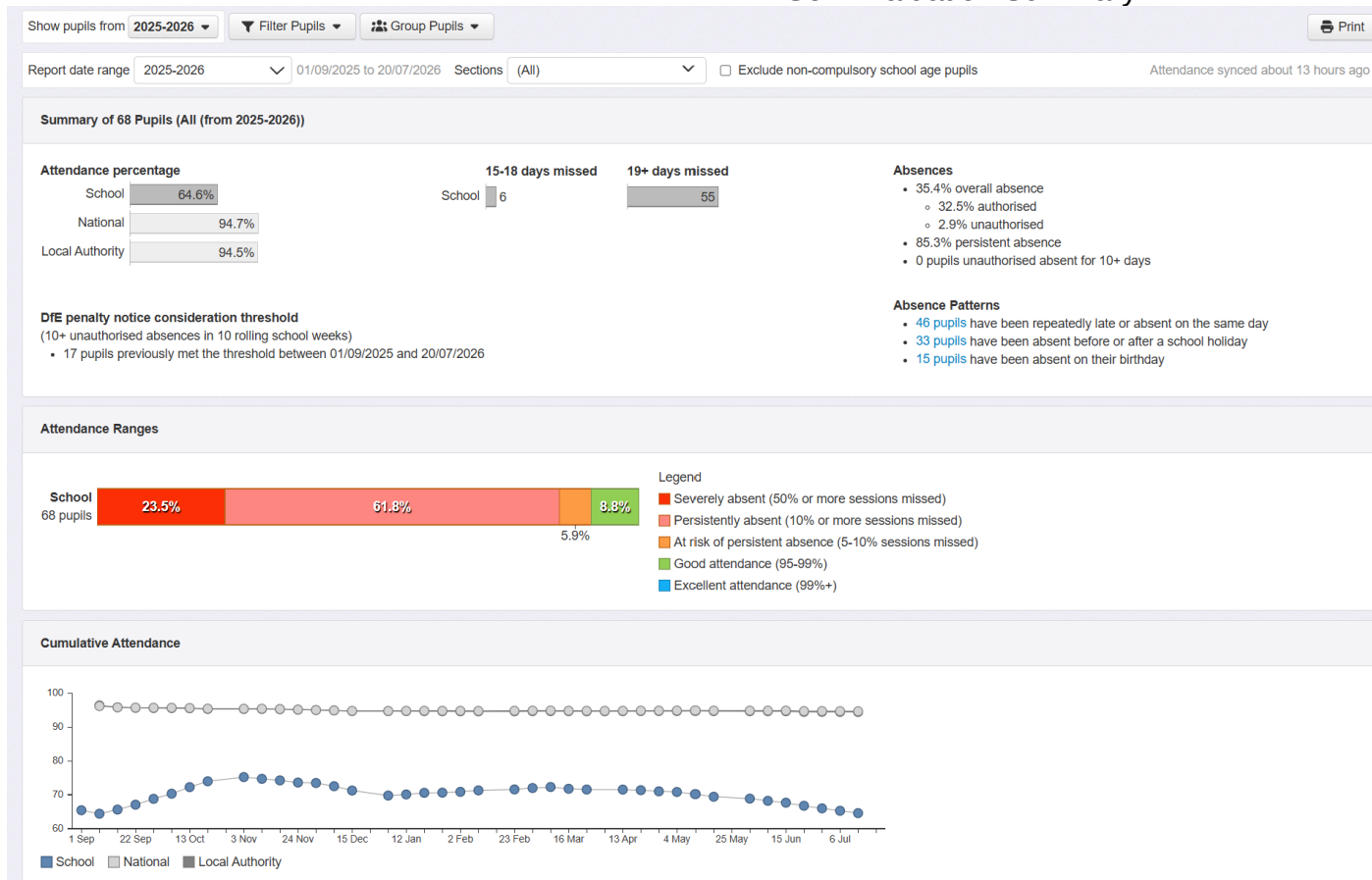
Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	38%	67%	40%	68%	25%	68%	9	11%	~ 72%
% at the expected level across all early learning goals	38%	68%	40%	68%	25%	67%	9	11%	~ 71%
Average number of early learning goals at the expected level per pupil	7.8	14.1	12.0	14.1	5.1	14.1	9	6.2	~ 14.5

Self Evaluation Summary

Attendance and Behaviour (Expected)

- Crays Hill Primary School is committed to fostering a safe, respectful and inclusive learning environment where positive behaviour and attitudes are consistently promoted through positive reinforcement, practice and routines.
- The school implements clear and fair behaviour policies that encourage pupils to take responsibility for their actions, showing respect for themselves and others.
- Staff actively support pupils in developing resilience, self-discipline and social skills essential for their learning and personal development.
- Leaders maintain high expectations for behaviour, underpinned by a culture of mutual respect and high aspirations.
- Pupils demonstrate positive attitudes towards learning, contributing to a calm and productive school atmosphere where everyone feels safe and valued.
- A small group of children express a dislike for school, often linked to early start times and influenced by cultural factors—particularly when older siblings or peers have moved on from formal education. In response, the school provides a nurturing environment with a well-planned curriculum, caring and supportive teachers, and engaging, hands-on practical afternoons designed to excite and inspire. Enrichment activities are incorporated to broaden experiences and encourage an enthusiasm for learning, helping children feel more connected and positive about their school journey.
- The Behaviour Policy (Sept 2026) promotes a therapeutic approach that prioritises positive relationships, consistency, and restorative practice. It sets clear expectations for staff, pupils, and parents, with a focus on safety, respect, and learning.
- Proactive strategies, de-escalation techniques, and personalised plans (including CMPs and IPMs) support pupils with additional needs.
- Behaviour incidents are managed through protective and educational consequences, ensuring accountability and opportunities for reflection and repair.
- Positive behaviour is reinforced through the ERIC reward system, and consistent routines and signals are embedded across the school.
- Behaviour is good and families are very supportive. However, we often have a small group of children with SEMH needs presenting with difficult and sometimes harmful behaviour. The school works closely with families and external agencies to meet their needs and reduce the number of incidents occurring. The spring term showed a rapid improvement in these pupils' behaviours following a variety of strategies in place including: reduced timetables, workstations, close parental liaison and re-established expectations.
- Analysis of incident data across the academic year 2025-2026 shows that behaviour, safeguarding and pastoral concerns were highest at the start of the Autumn Term, with a gradual reduction evident as the year progressed. Behaviour incidents decreased significantly from September to July, indicating the positive impact of the school's behaviour support systems, restorative approaches and targeted interventions. Safeguarding concerns remained stable throughout the year, with no emerging trends or sustained increases in higher-level concerns. Pastoral concerns, including mental health and wellbeing needs, were most evident following key transition periods and reduced over time as pupils became settled and engaged in school life. Overall, the data demonstrates the effectiveness of the school's proactive pastoral support, early intervention strategies and safeguarding processes in promoting positive outcomes for pupils.
- 64 sessions of suspensions were recorded in the Autumn Term. In the Spring/Summer term there were 0.
- Attendance at Crays Hill Primary is rigorously monitored and promoted, recognising its vital role in pupils' achievement and wellbeing. The school works closely with families and external agencies to reduce absenteeism and ensure pupils attend regularly and punctually. The attendance data strongly reflects the transient nature of many pupils' schooling due to Travelling. Pupils may travel for extended or short but regular periods, sometimes planned for, sometimes spontaneous, leading to frequent and prolonged absences. High authorised absence and persistent absence rates demonstrate how the school manages attendance data sensitively, authorising absences only where appropriate to acknowledge cultural practices. Patterns of absence around holidays and repeated lateness indicate logistical difficulties families face in maintaining regular school attendance amidst travel or cultural commitments. The school continues to work hard with Traveller families and support services to foster trust and cooperation and seeks external guidance and support when appropriate.

Self Evaluation Summary



Personal development and well-being (Expected)

- Crays Hill Primary School is deeply committed to fostering the personal development and well-being of all its pupils, grounded in its core values of learning, safety, and respect.
- Leadership is focused and ambitious, with clear priorities for sustained school improvement.
- The leadership team is child-centred and committed to securing rapid and sustained school improvement.
- Leadership is distributed effectively, with clear roles for safeguarding, curriculum leads and SEND.
- Leaders model high expectations and respond swiftly to challenges.
- The school has a clear improvement plan with measurable milestones and an ambitious vision for every pupil to succeed.
- The school promotes a holistic approach that supports academic progress alongside social, emotional, and moral growth.
- SMSC is woven throughout the curriculum and school life.
- Pupils engage in activities that nurture spiritual awareness and moral responsibility.
- The school celebrates diversity through cultural events and encourages reflection, helping pupils develop empathy and social understanding.
- Assemblies and PSHE lessons reinforce British values, preparing pupils for life in modern Britain.
- Pupils enjoy enrichment activities such as art workshops, community fundraising, and themed events, which boost confidence, creativity, and social skills.
- Leadership opportunities include class monitors, pupil voice, school council, play leaders, lunchtime helpers, and eco warriors.
- The school is exploring ways to expand pupil leadership to build responsibility, teamwork, and confidence.
- While not explicitly labelled as careers education, the school prepares pupils for life in modern Britain through British values education, leadership roles, and enrichment activities that build transferable skill
- Staff create an environment where everyone feels safe and supported, helping pupils overcome barriers and succeed.
- Targeted interventions and personalised learning plans reflect the school's ethos that no child should be left behind.
- The school works closely with families and external agencies to support pupils with complex needs.
- The SENCO provides expert guidance to staff and liaises effectively with families.
- The school has developed positive relationships with families, showing cultural sensitivity and flexibility where appropriate.
- The school promotes mental health, resilience, and a positive school culture, ensuring that everyone in the school community feels valued and supported.
- The school prioritises inclusivity, ensuring that all pupils, including those with SEND and disadvantaged backgrounds, receive tailored support to thrive.
- A specialist provision supports pupils with very high needs, including non-verbal pupils with EHCPs.
- The curriculum is tailored to the community's context, including Traveller heritage, and places strong emphasis on oracy, early reading, and personal development.
- EYFS provision is nurturing and inclusive, with strong foundations in communication, personal development, and early learning.

Self Evaluation Summary

Early Years (Expected)

- The Early Years curriculum provides a nurturing, inclusive and ambitious start to children's education. Most children enter Reception with skills, knowledge and experiences significantly below those typically expected for their age, particularly in communication and language, personal development and early literacy. Many children have had limited experience of structured learning environments before starting school.
- The curriculum places a strong emphasis on communication and language, personal development, early reading and developing positive learning behaviours. Children are supported to develop confidence, independence and resilience through a balance of adult-led learning, continuous provision and purposeful play. Relationships between adults and children are strong, enabling children to feel safe, settled and ready to learn.
- Assessment, learning walks and scrutiny of learning journals demonstrate that children make gains from their starting points, particularly in communication, language development, phonological awareness and personal development. Children develop increasing independence, sustain attention for longer periods and become more confident in following routines and engaging in learning activities. As a result, they are increasingly well prepared for the expectations of Key Stage 1.
- Early reading is prioritised from the moment children enter school. Daily Read Write Inc. sessions, targeted reading opportunities and language-rich interactions support children in developing early phonics knowledge and vocabulary. Staff consistently model language and extend children's thinking through purposeful questioning and interaction.
- The mixed EYFS/Year 1 provision maintains the integrity of the Early Years curriculum while ensuring appropriate challenge for Year 1 pupils. Careful planning supports progression between Reception and Key Stage 1 through shared routines, high expectations and a well-sequenced curriculum.
- Leaders have an accurate understanding of strengths and areas for development within Early Years. Evaluation of 2025/26 outcomes identified attendance, mobility and limited pre-school experiences as significant barriers to achievement. In response, leaders have strengthened continuous provision, enhanced opportunities for communication and language development, and increased support for the new EYFS teacher through coaching, planning support and curriculum development.
- Although the proportion of children achieving a Good Level of Development remains below national averages, leaders' monitoring shows that children develop the foundational knowledge, language, routines and learning behaviours needed for future success. Improving attendance, communication and language development, and outcomes in literacy remain key priorities for further improvement.

Leadership and governance (Expected)

- Leaders and governors work collaboratively to ensure continuous improvement and a nurturing, high-achieving environment for all pupils.
- Leadership is focused, child-centred, and committed to securing rapid and sustained school improvement.
- The school has a clear improvement plan with measurable milestones and an ambitious vision for every pupil to succeed, regardless of background or starting point.
- Leadership places strong emphasis on inclusion, safeguarding, and community engagement, especially with families from the Irish Traveller community.
- The school is committed to providing tailored support for pupils with SEND and those from disadvantaged backgrounds, including one-to-one support and targeted interventions.
- The headteacher provides clear strategic direction, rooted in the school's core values of learning, safety, and respect.
- Leadership is distributed effectively, with clear roles for safeguarding, curriculum leads and SEND.
- Leaders model high expectations, maintain strong oversight of teaching and learning, and respond swiftly to challenges.
- Systems for self-evaluation, monitoring, and professional development are embedded and show impact in outcomes and consistency.
- Governance is supportive and robust, with a growing understanding of school data and statutory responsibilities.
- Governors bring a range of expertise and perspectives, working closely with the leadership team to set strategic direction, monitor progress, and ensure accountability.
- Governors routinely scrutinise attendance, behaviour, safeguarding and achievement information and hold leaders to account for the impact of improvement actions. Governors provide effective challenge and support through regular scrutiny of safeguarding, curriculum, attendance, behaviour and achievement information.
- The governing body is actively involved in the school's development.
- The headteacher and deputy have worked tirelessly in developing good relationships with staff and ensuring that well-being and teacher workload are a priority.
- The school has benefitted from the stability of staff and the recruitment of quality teachers.
- The school is investing in high-quality CPD for all staff and strengthening systems for assessment and early intervention.
- Teachers participate in regular CPD and peer observation, and all are engaged in performance management and whole-school improvement priorities.
- The SENCo, a member of the senior leadership team, ensures robust monitoring, timely reviews, and high expectations for all.
- The school has developed positive relationships with families, showing cultural sensitivity and flexibility where appropriate.
- Parental engagement, particularly with vulnerable groups, has strengthened through home-school liaison, workshops, and consistent communication.
- The school maintains transparent and open channels with parents, staff, and the wider community, ensuring that all stakeholders are informed and engaged.