



Framingham Earl High School Overview for Framingham Earl Parish Council 2025

Background:

Framingham Earl High School is a convertor academy with the Sapienta Educational Trust. www.framinghamearlhighschool.co.uk (website) @FraminghamEarl (Twitter) Trust website www.se-trust.org and [financial information](#)

The following schools feed into Framingham Earl High School: Poringland Primary School & Nursery, Rockland St. Mary Primary School, Surlingham Community Primary School, Trowse Primary School, Stoke Holy Cross Primary School and Brooke VC CE Primary School. From 2026 our named feeder schools will also include Alington Primary School.

The Published Admission Number (PAN) for the school is 160 Year 7. For September 2025 we have accepted 173 students due to number of appeals. From September 2026 our PAN will move to 170 students per year.

	No. on roll			SEND				Disadv.		EAL	
	Total	Male	Female	No. of EHCP pupils	%	No. of SEND Support pupils	%	No. of pupils	%	No. of pupils	%
11	155	79	76	9 (+1 pending)	5.8%	22	14.2%	27	17.4%	4	2.6%
10	156	79	77	7	4.5%	27	17.3%	28	17.9%	4	2.6%
9	166	82	84	7 (+2 pending)	4.2%	24	14.5%	31	18.7%	6	3.6%
8	163	73	90	7	4.3%	31	19.0%	29	17.8%	6	3.7%
7	161	81	80	10	6.2%	23	14.3%	27	16.8%	6	3.7%
TOTAL	801	394	407	40	5.0%	127	15.9%	142	17.7%	26	3.2%

Staffing:

Mrs Becky Arnold – Headteacher, Mr Dan Keates – Deputy Headteacher, Mrs Rachael Minister – Assistant Headteacher Behaviour, Safeguarding & Attendance, Mr Gary Hyland – Assistant Headteacher Personal Development, Mrs Kate Poole – Assistant Headteacher Inclusion inc. SENDCO
Mr Ryan Luke – Assistant Headteacher KS3 Behaviour & Attendance commencing May 2025.

Mrs Helen Shaw – PA to Headteacher

	Teachers	Learning Support	Associate staff	Total
Men	17	0	5	24
Woman	35	14	34	83
Not disclosed		1		1
Total	52	15	39	106

Site Developments 2024/25:

Resurfacing work on carparking including expansion beside Sports Hall to be completed in Summer break. New mobile in place. Completing of Hall project with sound and lighting. Removal of chimney (main block). Change to gym changing area to include disabled facility. Fields to rear of school improvements (work on fencing and resurfacing) to increase green space. Proposal from Sports Centre via NCC for upgrade to be confirmed.

Community Links:

Highlights for 2024/25:

Development of school PTA 'Friends of Fram' – first major event Spring Fayre huge success with 40+ stall holders.

Whole school musical (Grease) performed with performances for local primary schools and invitation to number of local community members to attend including Community Board and local care home.

Engagement with St Peter Mancroft Rotary Club Christmas Tree festival celebrating our links with Malawi.

[Community Meetings - Framingham Earl High School](#) Community meeting in place termly with wide range of stakeholders including local counsellors, Crown Point Estates, local beat officer, residents, previous Governors.

Work with Jake Humphries High Performance Foundation supporting development of resources for schools lined to raising resilience.

Year 10 Assessment Centre & Business Leader Mentoring Day – 40 local business people donated time to support event.

Year 8 ATA programme with Modeshift and NCC – developing a campaign for the local community including installation of an emissions monitor outside school.

Work with Poringland Fuel Allotment Fund to support vulnerable families and children accessing higher education.

School continue to host School Games Partnership lead (Laura Goodswen) within school and work with Paul Colbeck (ProCoach) to support local cluster sports events, training and competitions.

Ofsted Report 2022: 'Framingham Earl High School continues to be a good school.'

Full report can be found here: [OFSTED-Inspection-Report-FEHS-Autumn-2022.pdf \(framingham.s3.amazonaws.com\)](https://framingham.s3.amazonaws.com/OFSTED-Inspection-Report-FEHS-Autumn-2022.pdf)

The school community we felt that the inspection team had a good sense of the school and were able to highlight aspects that we agreed with as areas of strength and areas for improvement.

School Improvement Priority Areas for 2024/25:

Developing a school culture to support an inclusive environment for all learners

Quality of Education:

Curriculum Implementation: Regular reflections on the curriculum via 'Curriculum Conversations' to ensure intent and implementation methods understood consistently

Curriculum Implementation: Teaching is responsive to students with regular checks for understanding and teachers acting on feedback to ensure student learning is secure.

Curriculum Impact: Assessment and homework is crafted to ensure all learners are able to engage and make progress; departmental mark books are in place and used to support 'Curriculum Conversations'

Reading is a priority throughout the school - the school is determined that every pupil will read and the weakest readers make sufficient progress to meet or exceed age-related expectations as well as read with fluency

SEND and disadvantaged pupils are able to make progress, in that they know more, remember more and are able to do more and are learning the intended curriculum. This is achieved via our Universal Offer in the classroom with staff using expertise to ensure no one is left behind.

Behaviour and Attitudes:

Creating a calm & orderly environment: Implementation of improved systems including revised Behaviour Policy and use of Norfolk STEPs to ensure that school is a calm and orderly environment with well motivated students

Attendance: Implementation of new DfE Attendance Framework to ensure we have a strong focus on attendance and punctuality so that disruption to learning is minimised

Sense of community for all: Continuing to foster a sense of community and belonging in school to ensure students feel safe and where bullying (including sexual harassment, sexual abuse, sexual violence and discrimination) are not accepted and dealt with quickly

Personal Development:

KS3 engagement in Personal Development curriculum: Implementation of new recording and monitoring of student personal engagement with personal development in KS3 which will lead to increase in uptake and a review of impact which will focus on community cohesion and behaviour.

Understanding of difference as a positive for all students: Develop our form programme and personal development offer to ensure multiple opportunities for students to understand that difference is a positive, not a negative, and that individual characteristics make people unique.

Outreach opportunities including family engagement: Develop a range of outreach opportunities for students and parents so they are able to deal with changes in the modern world for example support with mobile phones; drugs; gangs

Leadership and Management:

Budget Management: Budget management for all budget holders is key following department reductions and changes to trip organisation and support will be provided by SET Central Finance for those who need to be upskilled with SAGE

Pupil Premium: Pupil Premium budget is evidenced to be used to support an inclusive environment for all learners and updated Charging & Remissions Policy is correctly implemented

SEND inc. budget: SEND budget following changes to NCC Element 3 funding is carefully monitored and regular communications with parents/carers where changes in provision are likely to be made due to a reduction in funds e.g. removal of AP, transport

Workload: Workload will be monitored to ensure unnecessary tasks are not requested at School level and a review of calendar of events to support streamlined approach which takes into consideration staff wellbeing

Support for new staff: All new staff are aptly supported and appropriate CPD/training in place; changes to line leadership are carefully managed and staff are always given a voice to share ideas and concerns