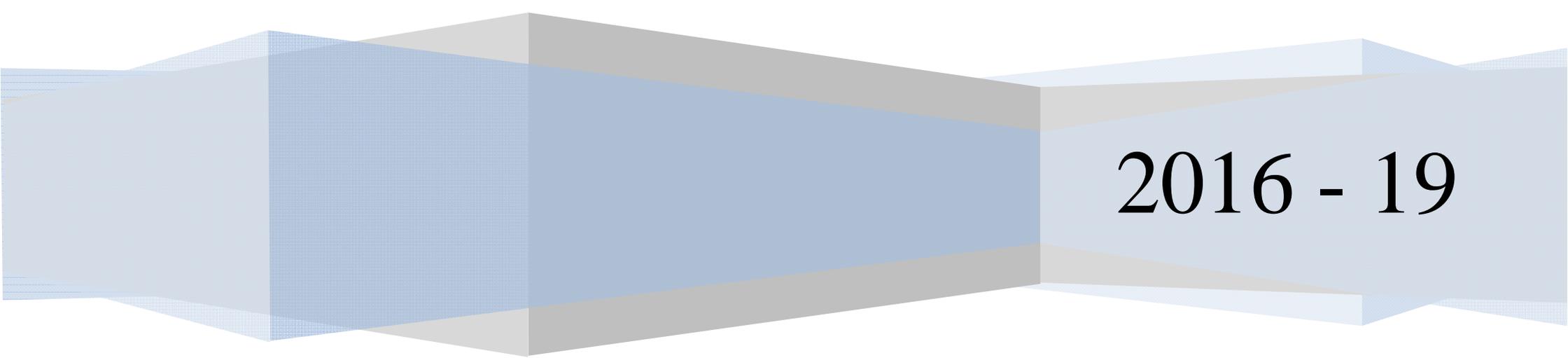


Herrick Primary School

# School Development Plan

Sharing the Vision



2016 - 19

# School Development Plan

## 2016- 2019

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

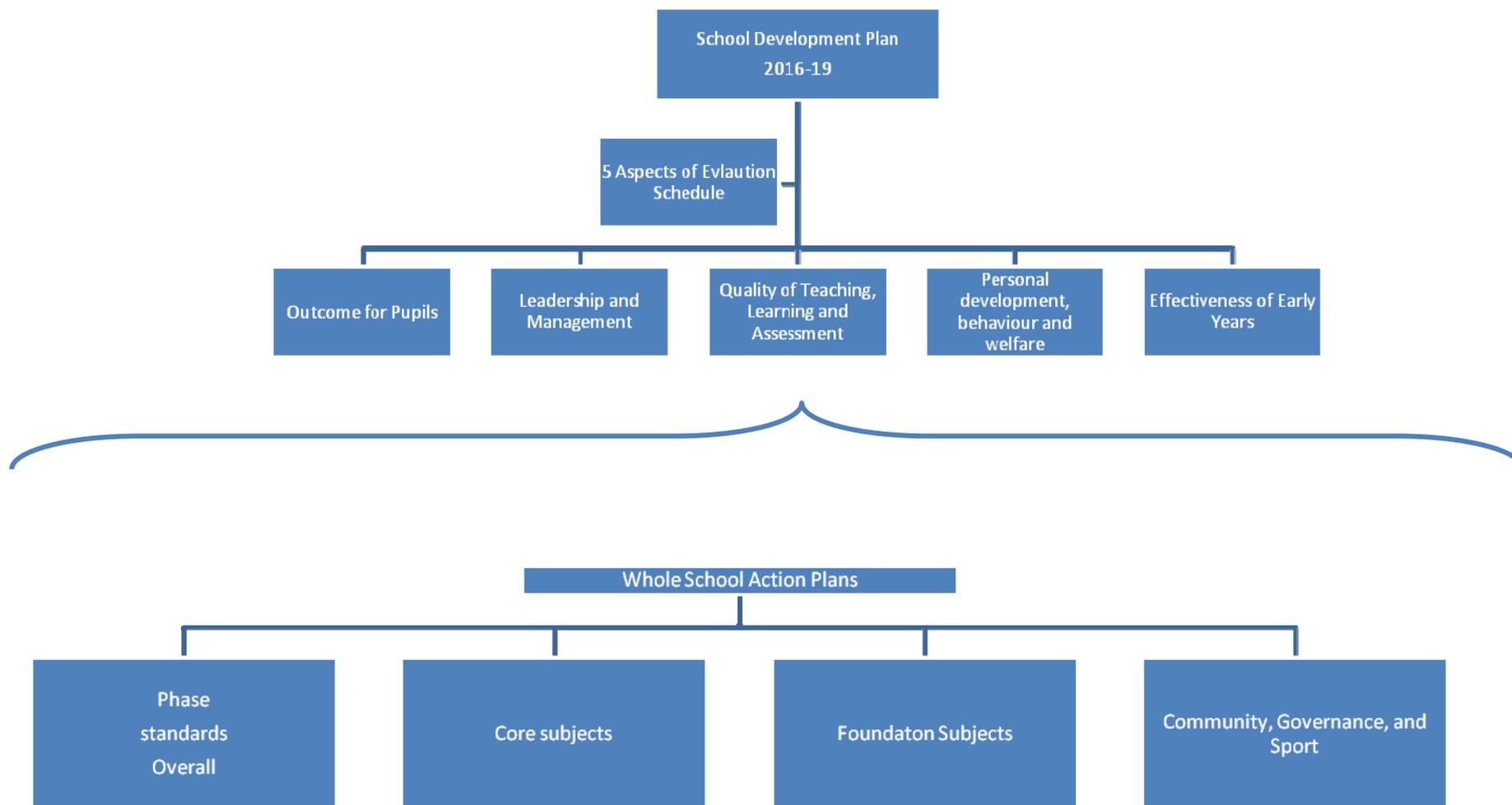
Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are 2 sections:

1. **Five aspects of evaluation Schedule (Ofsted)** - Outcome for Pupils; Leadership and Management; Quality of Teaching, Learning and Assessment; Personal Development, Behaviour and Welfare; and Effectiveness of Early Years.
2. **Whole School Action Plans** – Phase (overall & Standards); Core Subjects; Foundation Subjects; and Community, Governance and Sport. (These action plans underpin all aspects as identified in section 1)

We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year. Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff will undertake training throughout the year in order to further their own professional development and to strengthen the subject expertise of the staff.

Phase Leaders and Subject Leaders develop their own Subject Leader Plan which identifies key areas for development within their own curriculum area for the academic year.



## Our Vision / Aims

We are committed - ***to give each and everyone a chance***; and therefore ultimately *improving the quality of the educational provision* for all our children. This will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives.

Any attempt to raise standards in our School must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our School the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. High quality education at Herrick Primary School will be achieved by these aims:

1. *maximize our influence on learning*
2. *be directive, caring, and actively and passionately engaged*
3. *develop knowledge and understanding our subject*
4. *provide meaningful and appropriate feedback*
5. *assess, what is to be learned, how children are getting along and what next!*
6. *develop deep learning; not only to impart knowledge and ideas but to enable students to construct and apply knowledge and ideas*
7. *create an environment where error is welcomed*

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We as a Teaching Team, through research and analysis – particularly with the evidence provided by John Hattie (in Visible Learning For Teachers, 2011) recognize that; ***“There is no recipe, no professional set of worksheets, no new teaching method, and no band aid remedy.”***

***It is a way of thinking: “My role, as teacher, is to evaluate the effect I have on my students. It is to ‘know thy impact’, it is to understand this impact, and it is to act on this knowing and understanding.”***

**Significant changes since the last inspection October 2014** - the most significant changes has been to the number of staff changes. The Leadership team – there is no longer a Deputy Headteacher, a new Assistant Headteacher has been appointed alongside the existing AH. Unit leaders have also been appointed to oversee specific year groups. Since the last inspection 3 class based teachers will have moved onto their second year after successfully completing their NQT year. This year 2 new NQTs have been appointed. The Chair of Governors remains the same although there have been a number of changes to the membership of the Governing Body including a new structure of only 11 members. There have also been changes in teaching and support staff.

***Outcome from last Inspection***

<b>Overall effectiveness</b>	Previous inspection:	Good	2
This inspection:		<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

**It is not yet an outstanding school because**

- Pupils are not all confident in using their mathematical skills and solving problems.
- Teachers’ marking does not always make clear what pupils need to do to improve their work.
- The work set for pupils at the start of lessons is not always hard enough, particularly for the most able.



Analysis of Data (2014 - 2017)

2017 data is provisional

EYFSP	Expected +				Good level of development				Average			
	2017	2016	2015	2014	2017	2016	2015	2014	2017	2016	2015	2014
Listening & Attention	71%	75% (86%)	74% (86%)	90% (84%)	67%	61% (69%)	67% (66%)	66% (60%)	2.0	1.9	1.8	2.0
Understanding	79%	75% (86%)	82% (85%)	82% (84%)					2.0	1.9	2.0	2.0
Reading	69%	66% (77%)	70% (76%)	71% (74%)					1.9	1.8	1.8	1.7
Writing	69%	66% (73%)	64% (71%)	67% (67%)					1.9	1.7	1.6	1.7
Number	79%	68% (79%)	66% (77%)	71% (75%)					2.0	1.7	1.7	1.8
Shape & Space	76%	71% (82%)	68% (81%)	76% (79%)					2.0	1.7	1.7	1.7

Boys = blue / Girls = green / brackets ( ) = national

Year 1 Phonic Check											
2017			2016			2015			2014		
98%	96%	100%	79% (81)	83% (77)	75% (84)	79 (77)	78 (73)	80 (81)	66 (74)	67 (70)	65 (78)

Yr 2 Cumulative						Year 2 Phonic Check Re-check					
			2016			2015			2014		
90%	100%	90%	92% (91)	100% (89)	84% (93)	96 (90)	96 (88)	96 (92)	82 (66)	100 (64)	60 (70)

Key Stage 1	At expected				Level 2+				Level 2b+			Greater depth		Level 3+	
	2017	2016	2015	2014	2015	2014	2013	2017	2016	2015	2014				
Reading	78	83 (74)	88 (90)	88 (90)	73 (82)	78 (81)	74 (79)	17	27 (24)	35 (32)	34 (31)				
Writing	74	77 (65)	84 (88)	84 (86)	63 (72)	64 (70)	60 (67)	26	29 (13)	27 (18)	22 (16)				
Maths	79	88 (73)	84 (93)	88 (92)	73 (82)	82 (80)	77 (78)	17	32 (18)	31 (26)	28 (24)				

Science 69%      Science 85%

Key Stage 1 APS/SS	Expected progress				Boys APS (difference between boys and girls)				Girls APS			
	2017	2016	2015	2014	2017	2016	2015	2014	2017	2016	2015	2014
Reading	78%	87%	16.3	16.5	85	86	15.7 (-1.3)	16.0 (-1.2)	71	81	17.0	17.2
Writing	76%	77%	15.3	15.3	82	75	15.0 (-0.7)	14.7 (-1.3)	68	77	15.7	16.0
Maths	76% (Num.)	87% (Num.)	16.1	16.4	71	93	16.0 (-0.2)	16.2 (-0.5)	89	84	16.2	16.7
Overall			15.9	16.1			15.6 (-0.7)	15.6 (-1.0)			16.3	16.6

Key Stage 2	At expected				at greater depth			
	2017	2016	2015	2014	2017	2016	2015	2014
R,W & M	78	65% (53%)	90% (80%)	78% (79%)	16	4 (5%)	35% (24%)	17% (24%)
Reading	82	70% (66%)	90% (89%)	89% (89%)	21	8 (19%)	55% (48%)	39% (49%)
Writing	92	90% (74%)	94% (87%)	93% (85%)	37	14 (15%)	65% (36%)	28% (33%)
Maths	88	80% (70%)	100% (87%)	80% (86%)	39	24 (17%)	53% (41%)	41% (42%)
SPAG	82	88% (72%)	90% (80%)	80% (76%)	47	37 (22%)	78% (55%)	59% (52%)

%Level 4B+ R,W & M or expected and above			
2017	2016	2015	2014
78	65% (53%)	80% (69%)	67% (67%)

Key Stage 2	Progress overall		2 levels progress(National)	
	2017	2016	2015	2014
Reading	2.5	-1.24	90% (91%)	95% (91%)
Writing	4.9	1.78	98% (94%)	100% (93%)
Maths	4.2	1.22	100% (90%)	88% (89%)
Key Stage 2	Prior Attainment (average scaled score)		3 levels progress(National)	
	2017	2016	2015	2014
Reading	Low:101 Middle:104 High:110	Low:95 Middle:101 High:105	26% (33%)	34% (35%)
Writing	(GPS) Low:104 Middle:107 High:116	(GPS) Low:102 Middle:106 High:112	69% (36%)	44% (33%)
Maths	Low:103 Middle:106 High:114	Low:99 Middle:103 High:109	40% (34%)	26% (35%)

Key Stage 2 APS	2017 (overall scaled score)		2016 (overall scaled score)		2015			2014		
	School	National	School	National	School	National	G	School	National	G
Reading	105	104	102	103	29.7	29.0	+0.7	28.4	29.0	-0.6
Writing	(GPS) 108	106	(GPS) 108	104	30.8	28.2	+2.6	28.2	27.9	+0.3
Maths	107	104	105	103	30.7	29.0	+1.7	28.7	29.0	-0.3
R, W & M					30.5	28.8	+1.7	28.5	28.7	-0.2

## **Data Analysis**

**Children enter the Early Years Foundation Stage (EYFS)** with attainment below what is expected, with well below expectations in Communication/Language and PSED. Good progress is achieved, however, the analysis of 2017 reflects a widening gender gap; particularly in PSED overall and in the specific aspects of Listening and Attention, Reading and Writing with a difference of 26%, 30% and 31% respectively for girls. In the case of, 'good level of development' the percentage achieved has been either in-line or just below national averages: 67% -2015, 63%-2016 and 67%-2017.

**Results at the end of KS1** had been consistent, just below national levels (impact of new arrivals in both early years and KS1) – nevertheless a significant rise at L3 overtime. Reading and maths were the two core subjects which in terms of attainment, had shown limited increase on average. In writing the APS score had increased by an average rate of 0.8 points per year since 2013 which is 4 times faster than the national rate of change. Overall, we recognised that the % of pupils achieving L2b+ across all subjects needed to improve. In 2016 the school was above national averages in all subjects at both 'expected standard' and 'greater depth' respectively – Reading: 83% & 27%; Writing 76% & 29%; Maths 88% & 32%. 2017 data reflected a fall in comparison to the previous year, but outcomes overall remains in-line with national averages. Greater depth was significantly lower than 2016, the data also reflected how boys outperformed girls – particularly in Maths and Science.

**Pupils make good and sustained progress** throughout all year groups and had performed significantly above at the end of KS2 (in-relation to previous assessment process); overall progress in all core subjects, at both 2 and 3 levels has been in-line with national averages. However, in 2015- Reading at 3 levels progress was below national but not significantly. Of the 12 indicators that reflect KS1-KS2 VA scores between 2013-15, all except 2 exceed 100 for All subjects, Reading, Writing and Maths. Reading has been identified as an area of development, with VA data indicating a steady decline. In 2016, Reading was the only subject with a negative progress level - 1.24, whereas both Maths 1.22 and Writing 1.78 were above 0. Initial analysis for 2017 suggests progress levels for Reading will be 2.5; Writing 4.9 and Maths 4.2, placing the school in the top 25% of all schools.

**KS2:** attainment has continued to sustain a strong performance, consistently above the LA and national. In 2015, 4/5 Sig+ were highlighted – All subjects 30.3(+1.5), Mathematics 30.6(+1.6), Writing 30.6(+2.4), EGPS 30.8(+1.7) and Reading 29.5(+0.5). 2016 % for all core subjects at 'expected' were above national averages respectively: Reading 70(+4%); Writing 92(+18%); Maths 78(+8%). The % of learners achieving expected standards (ie. L4b+ in RWM in 2015 and expected in all core subjects thereafter) has continually been above national average: 2015 -80%(+11%); 2016 -65(+11%); 2017 – 76(+15%). Initial analysis for 2017 reflects an increase in Reading -up 12% to 82%; Maths –up 10% to 88% and Writing remained consistently high at 92%.

**KS1:** good progress in KS1 from the end of EYFS(Reading/Number/Writing) in 2015 – 100% expected progress achieved respectively. From 2016 ‘expected’ children in RWN achieved on average 100% expected progress in 2016 and 17. There was a rise of 11% from 29% to 40% of ‘emerging’ children achieving expected progress in Writing. However, on average the % of ‘emerging’ children achieving expected has fallen in both Reading and Number. We have had no ‘exceeding’ writers previously, and the conversion in Reading and Number has been on average 79%.

**EYFS:** a clear understanding of the assessment has been achieved through extensive moderation. Pupils make good progress, during the last 2 years children have attained close to national standards from low baselines. However, there is a significant gender gap with boys below in all aspects and in particular a difference of 30% in Reading, Writing and Being Imaginative.

**Yr1 Phonics:** 2015: 79% (Nat.77%), 2016: 79% (Nat.81%) and 2017: 95%. A significant increase of 16% from the previous year – our redesigned systematic approach supported pupils to move on well from their lower than typical starting points, ensuring attainment is above end of KS1 expectations. We are also establishing effective support for the increase in the number of children who have had no schooling or English speaking experience. The % of disadvantaged pupils achieving above national levels has continually risen over the last 2 years.

**Groups within school:** SEN groups have on average performed above national – however SEN groups in current Yr5 and Y1 will need focused support to ensure targets are met. Disadvantaged groups have performed below national in-relation to attainment when compared to non-disadvantaged (particularly in Reading 2017 – only 50 % achieved expected, nevertheless this is an increase of 30% from the previous year). EAL groups have generally performed well overtime in both attainment and progress – however Sub-groups who did not make expected progress include; any other Asian Background and Indian – this has become a concern. Low and Middle prior attainment do well but High achieving pupils are not making the expected progress or attainment – particularly in Reading.

# School Priorities

**1. To raise standard of reading across the school:**

*restructure reading strategies with emphasis on word recognition and comprehension*

**2. To continue striving to improve practice:**

*planned Programme of support for improving teaching and learning- 5 non negotiables*

**3. To embed assessment process to inform pupil's needs:**

*(FT)focussed triangulation of data to support addressing ways forward*

**4. To consolidate Maths mastery through planning for depth:**

*all staff to recognise 'BAD' – Basic, Advanced, Deep*

**5. To support groups within school (specifically HA & PP pupils) achieve progress in-line with national expectations:**

*children receive high level of targeted support – monitor trajectory of achievement*

**6. To ensure effective physical education supports well-being:**

*children receive high level of physical activity and education on healthy living*

# **OUTCOMES FOR PUPILS**

## OUTCOMES FOR PUPILS

## Evaluation: *What we found out*

	<p><b>Evaluation 2015-16</b></p>
EYFS	<p><u>Target</u>  <b>EYFS</b> - No significant attainment gap at F1 for groups of learners.            F2 above LA &amp; NA in all Prime areas of learning + Literacy and Mathematics (achieve good level of development)</p> <p><u>Outcome</u>  <b>School data compare to LA</b>            The percentage of children achieving at least the expected level within each of the prime areas, literacy and numeracy is significantly higher than Local Authority, but performance still varies between each goal.</p> <p><b>School data compare to NA</b>            The percentages of children achieving the early learning goals in prime areas, literacy and maths are below compare to national data, except in physical Development and Self Confidence &amp; Self-awareness. Nationally, an increase of the percentage achieving at least the expected level across all early learning goals is evident; however school EYFS data still varies from year on year. Reading, Writing and Numbers continue to be the three goals with lowest percentage achieving the expected level, this is the trend reflected in national data. However, our writing data is broadly in line with national percentage of expected level. Good level of development was below national by 8% (Sch:61% Nat.69%)</p>
KS1	<p><u>Target</u>  <b>KS1</b> - Above LA &amp; NA at 2b+ and 3</p> <p><u>Outcome</u>            New assessment process – refer to KS1 data.</p>
Year 4	<p><u>Target</u>  <b>Year 4</b> - Accelerated progress- All groups of learners progress minimum 1 level. Higher attainers targeted for above 1 level – 8 points across Yr 3 &amp; 4</p> <p><u>Outcome</u>  <b>Reading</b></p>

	<p>Although, the average step was 4S, only 52% of the girls achieved at expected or above at the end of Year 4. However, the girls have made 6 steps progress. There is a gender gap in performance. Only 50% of the boys achieved at expected or above and overall made 4 steps progress. The average step was 4W at the end of Year 4. <b>The Boys in Year 5 are a cause for concern.</b></p> <p><b>Writing</b> As with the Reading, the picture is the similar for Writing. The only difference being that the girls did not make 6 steps progress.</p> <p><b>Maths</b> Not a single Non EAL child achieved expected and only secured 3S. They are a year behind in Maths. This is in huge contrast to the EAL group with 57% of the children at expected and 7 steps progress being made and the overall step achieved being 4S.</p>
Year 6	<p><u>Target</u> <b>KS2</b> - Raise attainment by conversion of: L3- above expected – 100% / L2a – above expected – 15% L1a- at expected – 15% / VA – 101 + / 2 Levels progress – 90%/ 4+ - Reading/Writing/Maths – 95%+</p> <p><u>Outcome</u> New assessment process – refer to KS2 data.</p>
Target Setting Process	<p><u>Target</u> All significant groups attaining above NA</p> <p><u>Outcome</u> Disadvantaged groups have performed below national in-relation to attainment although progress on average has been above national. However, 2016 outcomes reflected that Mathematics to be a concern. This was also true for Higher Attainers. Boys, Indian and again HA performed less than expected in Reading. EAL groups have performed well over time.</p>

KS2	Reading (%)		Writing (%) Teacher Assessment		Maths (%)		Reading, Writing and Maths combined(%)		Grammar, Punctuation & Spelling (%)	
	Nat.	School	Nat.	School	Nat.	School	Nat.	School	Nat.	School
At expected standard	71	82	76	92	75	88	61	76	77	80
Compared to national	above by 11%		above by 16%		above by 13%		above by 15%		above by 2%	

KS1	Reading (%)		Writing (%)		Maths (%)		Science	
	School	National in 2016	School	National in 2016	School	National in 2016	School	National in 2016
At expected standard	78	74	75	76	80	73		
At greater depth	17	24	26	29	17	18		

Yr1 Phonics: % of children achieving expected standard			
14/15	15/16	16/17	National In 2016
80	81	95	74

### EIFS % of children working at expected and exceeding(combined) in each

Area of learning	15/16	16/17	LA in 2016	Nat. in 2016
Making relationships	84	83	78	87
Self-confidence and self-awareness	89	83	75	88
Managing feelings and behaviour	84	81	74	86
Moving and handling	95	95	80	89
Health and self-care	100	88	79	90
Listening and attention	75	71	73	83
Understanding	75	79	71	84
Speaking	79	79	70	82
Reading	68	69	55	74
Writing	66	69	46	67
Numbers	66	79	56	74
Shape, space and measure	71	76	61	79
People and communities	70	74	65	84
The world	68	73	64	83
Technology	89	100	81	90
Exploring and using media and	88	86	70	86

## Summary Evaluation 2016-17

### Specific Actions

1. Reduce the number of children at the tail end of Maths at the end of KS1 and deepen children's understanding of Maths concepts across the school
2. Consolidate and develop staff expertise in the teaching of phonics and grammar, develop school progression in the development of spelling and grammar
3. In line with the new curriculum and national guidelines explore and develop new assessment systems across the school as well as developing clarity between reporting externally, to parents and assessing for learning
4. Share and embed good marking and next steps practice
5. Ensure work in lessons is matched to the full range of ability

### Milestones/Indicators

- Results for progress for all children and groups is in the top 25% nationally
- attainment for combined Reading, Writing and Maths to be above 75%
- all scaled scores to be above national
- 80% children in Y1 pass the phonics test by the end of Y1
- Year groups and groups meet trajectory targets
- **Narrow the gap for FSM and other underperforming groups and rest of cohort**
- Children who are new to English make good / outstanding progress against school and national measures

- Increased number of children leaving KS1 at expected national average in Maths
- New assessment systems in place for all Foundation subjects

'Our Journey to Outstanding'	<b>OUTCOMES FOR PUPILS</b>
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**Targets:** *What we want to achieve*

	2016-17	2017-18	2018-19
<b>EYFS</b>	F2 in line with LA & NA	No significant attainment gap at Nursery for groups of learners.	Reception above LA and at NA in GLD- focus on CLL/M/PSED
<b>KS1</b>	In line with LA & NA above at expected level	Above LA & NA at Age expected	Above LA & NA at Exceeding age expected attainment. No gaps between groups of learners
<b>Year 4</b>	Accelerated progress- All groups of learners make progress of 6 steps as minimum. Higher attainers targeted for 8 steps across Yr 3 & 4 (16 & 32 steps respectively by Yr4 and Yr6)	In line with Teacher appraisal – 85% at Age expected	In line with NA at more than age expected attainment
<b>Year 6</b>	Results for progress for all children and groups is in the top 25% nationally Attainment for combined Reading, Writing and Maths to be above 75% All scaled scores to be above national	In line with NA at age expected attainment. At expected – Reading/Writing/Maths – 85%	100 % at age expected 45% on average across R/W/M exceeding age expected
<b>Target Setting Process</b>	All significant groups expected to attaining at or above NA	All significant groups expected to be attaining above NA	All significant groups expected to be attaining above NA
<b>RAISEonline</b>	In line with LA & NA above at expected. Sig+ in two categories KS2 Sig+ in two categories	Attainment for all significant groups in line with NA	Attainment for all significant groups in line with NA for exceeding age expected

## Areas of Development: *What we need to do*

### Outcomes for pupils (2016-17)

**Aim** To raise level of achievement above national averages with pupils making rapid progress across year groups and Key Stages.

### Proposed Actions

- To ensure that the percentage of pupils in the current Year 6 cohort attain above national averages for attainment and progress **Achieved**
- To increase the % of children attaining above expected in Maths in KS1 **Achieved**
- To increase the % disadvantaged pupils attaining above expected standards in KS2 **Achieved**
- **Embed the use of revised assessment formats to track and inform the progress of groups year on year** Further Development
- **Disadvantaged pupils meet other pupils nationally** Further Development
- Increase in particular outcomes in Reading and for SEN children **Achieved**
- Letters and Sounds in EYFS and KS1 is fully embedded in day to day teaching **Achieved**
- **attainment in Years 3 and 4 becomes closer to National expectations** Further Development
- Ensure Reading attainment at KS1 becomes in line with National expectations **Achieved**
- FFT D estimates (end of year 6) are reached or exceeded **Achieved**
- The % of pupils making 2 and 3 levels progress is above National (progress measures above national)

### Specific Actions (17-18)

#### **1. Increase number of HA and PP achieving expected levels in all core subjects**

**2.** Consolidate and develop staff expertise in the teaching of reading strategies – deepening children’s understanding of language comprehension and word recognition

**3.** In line with the new curriculum and national guidelines explore and develop new assessment systems across the school as well as developing clarity between reporting externally, to parents and assessing for learning

**4.** Regular scrutiny of work and pupil interviews to inform intervention and support groups: in-line with assessment cycle

**5.** Increase % of boys achieving GLD in EYFS (emphasis on specific areas – reading and writing)

### Milestones/Indicators (17-18)

Results for progress for all children and groups is in the top 25% nationally

- attainment for combined Reading, Writing and Maths to be above 85%
- all scaled scores to be above national
- 90% children in Y1 pass the phonics test by the end of Y1
- Year groups and groups meet trajectory targets
- **Narrow the gap for FSM and other underperforming groups and rest of cohort**
- New assessment systems in place for all Foundation subjects

**Action:** *How we will achieve this*

<b>1.Increase number of HA and PP achieving expected levels in all core subjects</b>					
<b>Tasks/Actions</b>	<b>Leadership &amp; Management</b> HT=Headteacher AHT=Assistant SL=SubjectLeader UL=Unit Leader	<b>Resources/ CPD</b>	<b>Timescale/ Cost</b> Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1/3.2 (2 ½ in each term)	<b>Success/ Monitoring/Review</b>	<b>Action Status</b>
<b>1.</b> Continue to include ‘disadvantaged pupils’ and ‘disadvantaged pupils, non-SEN’ as identified groups in reading data analysis and prioritise them for discussion in pupil progress meetings	HT, AHT, SL, UL & Reading Champion	YARC tracking; pupil progress meeting minutes	Info from 3.2(17) 1.1 – 3.2 Pupil premium budget – see pupil premium strategy statement	The gap in reading is diminished for disadvantaged pupils.  Data analysis	
<b>2.</b> Identify disadvantaged pupils in YARC assessment - tracking and prioritise them for intervention (Milestones - pupils identified in tracking from term 1.1; all pupil progress meetings from Year R – 3 to include a focus phonics and word recognition	HT, AHT, SL, UL & Reading Champion	TA training (KS1) INSET – Reading strategies YARC Programme		The gap in phonics achievement for disadvantaged pupils is diminished.  YARC Analysis	
<b>3.</b> Introduce learning walks with a focus on disadvantaged pupils and achievement in Maths- use of HPS Teacher Handbook (pupil interviews/ book scrutiny)	HT, AHT, UL – maths leads	HPS Teacher handbook/ notes from case studies/ revised Maths policy	1.1 – 3.2	Specific focus given to areas of learning where performance for disadvantaged pupils is different to that of their peers.  Learning walk pro-forma; data analysis for disadvantaged pupils.	
<b>4.</b> Monitor delivery of support/actions identified for higher attaining pupils at pupil phase meetings. Work scrutiny focusing on pupils understanding and application. Teachers to share how they support HA on T drive – list of reading sources and discussion recorded.	HT, UL, Reading Champion	T drive lpads  Reading Focus	At the beginning of each term (.1)	90% of HA to achieve greater depth in Reading  Work scrutiny documentation; teaching & learning audits; pupil progress meeting minutes; data.	
<b>5.</b> Evaluate impact of ‘Herrick Maths’ approach in supporting high attainers achieve greater depth –(deep learning)	HT, AHT, UL – maths leads	Milestones - Identify focused steps in each year group -	1.1 -3.2	100% of HA achieve greater depth  Interventions are analysed for their effectiveness and most successful ones are repeated. Evaluations indicate	

				interventions are impacting positively on progress and outcomes for HA pupils.	
<b>2.Consolidate and develop staff expertise in the teaching of reading strategies – deepening children’s understanding of language comprehension and word recognition</b>					
<b>1.</b> Implement new format of reading sessions to support; 2 main strands – language comprehension and word recognition	HT, UL, SL	Reading handbook – EEF Reading CPD	1.1	Rise in children achieving ARE in reading – YR6 85% expected	
<b>2.</b> Formulate set of CPD to support understanding of Education Endowment Foundation Literacy guidance – inform teaching of reading	AHT (SK), UL	Reading handbook – EEF Reading CPD	1.1 – 3.2	Understanding of new delivery of reading opportunities across the school – emphasis on language comprehension and word recognition  Reading data	
<b>3.</b> Incorporate range of reading opportunities; to include greater time for independent reading and timetabling of whole class reading linked to specific year group reading text	UL, class teachers	Reading timetable INSET – teacher interviews	1.1	Clear timetable on reading	
<b>4.</b> Ensure each class has dedicated reading area with specific reading display linked to current class text with information on opinion, choice of difficult words – must be kept up to date (interactive)	Class teachers	Relevant furniture Display board	1.1	Reading areas in each class	
<b>5.</b> Range of literature, including short texts to support comprehension – emphasis to be placed on developing ; prediction; questioning; clarifying; summarising; inference; and activating prior knowledge (WDIKA)	AHT, UL (SK)	Reading handbook – EEF Reading CPD	1.1	Understanding of new delivery of reading opportunities across the school – emphasis on language comprehension and word recognition  FT: analysis of delivery of teaching	
<b>3.In line with the new curriculum and national guidelines explore and develop new assessment systems across the school as well as developing clarity between reporting externally, to parents and assessing for learning</b>					
<b>1.</b> Formulate assessment cycle reflecting the medium to be used for specific subject and method of analysis and reporting.	HT	Devise and share – Support for improving quality of T&L	1.1	HPS teacher Handbook  Consensus on teacher appraisal	

2. Support teachers in using diagnostic testing as part of our school based assessment to support learning / tracking of progress. <b>(Reading)</b>	AHT, SL, UL	Yr1-2 complete YARC Yr3-6 NGRT test  NFER suite 1/2	1.1  3.1  £2500	Rise in children achieving ARE(75%) in reading – YR6 85% expected	
3. Support teachers in using diagnostic testing as part of our school based assessment to support learning / tracking of progress. <b>(Maths)</b>	AHT, SL, UL	Staff meeting to be used to support teachers in using diagnostic tests, starting with on-line reading assessment – NGRT+YARC + NFER	1.2  3.2  £800	Children achieving ARE in Maths(80%) – YR6 90% expected	
4. Maths assessment of specific units to be completed after each aspect of maths has been taught. Teachers to maintain up to date record of achievement for the different strands of Maths.	UL, class teachers	Xcel – programme T drive	1.2 -3.2	Analysis of specific aspects of maths strands to reflect weaknesses and strengths  T-drive (maths analysis)	
5. Introduce assessment information needed in all core work books. All pupil books to reflect achievement and progress – to be viewed by children and parents.	AHT, UL, class teachers	Assessment proformas	1.1	Provide overview of progress  Inform parents of progression and achievement Parent questionnaires	
6. Reading Report cards to be completed to support parents understanding of achievement and progress – reading age and next steps provided.	HT, SL	Data analysis	2.1 , 2.2	Inform parents of reading age  Complete reading report card	
<b>4.Regular scrutiny of work and pupil interviews to inform intervention and support groups: in-line with assessment cycle</b>					
1.A thorough book scrutiny to be conducted each half term to inform intervention and support groups – Reading Journals & Maths working books + time stables	HT, AHT, SL, UL	Work books Book scrutiny proforma	1.2 – 3.2	Work in books reflect marking policy & assessment process  Evaluation on book scrutiny	

2.Focussed triangulation will be carried out at least 3 times – this will include pupil interviews and used to inform intervention and support groups (questions linked to 5 non-negotiables)	HT, AHT, SL, UL, class teachers	HPS teacher handbook	1.2 – 3.2	Successful teacher appraisal T.drive teacher forum Teacher meeting teacher development points	
3.Writing moderation planned for 1.1 – develop teachers understanding of year group expectation and changes to marking and teacher scaffolding	UL, class teachers	Assessment criteria National expectations	1.1	Portfolio of work Developed understanding of writing expectations across the school	
4.Devise intervention and support groups in-relation to pupil progress, FT and TA (focus on Reading and Maths)	HT, AHT, UL, SL	Pupil progress FT TA	1.1 – 3.2	Rise in children achieving 6 steps progress – 85% expected in all year groups for all vulnerable groups	
<b>5.Increase % of boys achieving GLD in EYFS (emphasis on specific areas – reading and writing)</b>					
1. Support teachers in planning Speaking and listening opportunities to support language development	AHT(AA), UL, SL	Planning opportunities – SCITT to support 2 <sup>nd</sup> year teacher	1.2 – 3.2	Rise of 20% in Boys S+L from 2017 Review termly S+L for boys in Target Tracker	
2. Support writing through developing talk for writing, scaffolding and use of pictures		Talk for writing CPD – to be shared internally (CPD)	1.1	Rise of 20% in Boys Writing from 2017 Review termly for boys in Writing for Target Tracker	
3. Support opportunities for free & creative writing where children are not afraid of writing		Resources purchased to support creative writing	1.1 -1.2	Review of table top activities to support creative writing - % of engagement of boys	
4. Ensure there are daily opportunities to practice fluency and joy of reading		Reading materials to support EYFS library	1.1 -1.2	Review of table top activities to support creative reading- % of engagement of boys	
5. Explore opportunities to excite children about Reading through links to drama, outdoors, free flow, fun time		CPD- developing boys literacy	1.2	Children questionnaire appropriate for EYFS children to reflect enjoyment of reading	

# **Leadership and Management**

## Leadership and Management

## Evaluation: *What we found out*

	Evaluation 2015-16
<b>Shared vision and ambition at all levels through distributed leadership</b>	<p><b>Coaching</b>-A rigorous coaching system was put in place to specifically develop teaching across the school which was delivered by the Phase leaders.</p> <p><b>Core Subjects</b>-Regular book scrutiny and associated feedback provided to teachers to help develop teaching and assessment were conducted each term in core subjects such as Writing, Reading and Maths.</p> <p><b>Moderation</b>-Moderation training and meetings were held for staff to accurately understand how to assess consistently in relation to the new curriculum and assessment requirements. However, we have identified that more time needs to be dedicated to the moderation of writing.</p> <p><b>Foundation Subjects</b>-The Chris Quigley milestones (alongside National Curriculum Objectives) were broken down to specific units of work for each year group by CLT. Subject leaders were provided with C.P.D to develop their skills in monitoring, evaluating, and improving the provision of Foundation subjects as well as planning for deep learning.</p> <p><b>Assessment</b>-This is the second year that we are using the target tracker system to assess the progress of each child half termly. <b><u>Not every child made 6 steps progress - however core groups of children which were identified as a focus made overall good progress (except for HA and PP)</u></b></p>
<b>CLT holding fellow colleagues to account for L&amp;T</b>	<p>Review of policy/protocols (introduction and embedding of new L&amp;T policy –based on mastery and robust assessment)</p> <p>We adapted planning to ensure that assessment is used to inform the next stages of learning (this was scrutinised and relevant feedback was provided by CLT)– therefore, planning is personalised and focusses on developing deep learning. Although the school attained 65% in RWM overall, and was in-line with national averages -disadvantaged groups have performed below national in-relation to attainment although progress on average has been above national.</p> <p>We succeeded in further embedding: (1)a higher level of challenge which promotes deep learning(children having to think, reason and apply) (2)challenging the more able from the start of lessons and (3)planning for opportunities where pupils use and develop key mathematical and problem solving skills.</p> <p><b><u>However, 2016 outcomes reflected that Mathematics to be a concern. This was also true for Higher Attainers. Boys, Indian and again HA performed less than expected in Reading. EAL groups have performed well overtime in both attainment and progress.</u></b></p>
<b>Clearly identified roles and responsibilities</b>	<p>Review roles &amp; responsibilities within the school and GB team to focus on financial stability over 3 years (NOR)- refer to finance committee minutes.</p> <p>Interim Assistant Head appointed to oversee safeguarding &amp; SMSC – supported in formulating safeguarding hub.</p> <p>Leadership roles linked to core subjects led to development in writing changes and supporting writing outcomes; Yr6 92% at expected.</p>

	Also 2 new maths leads directed changes to maths curriculum with emphasis on mastery. SEN lead introduced new SEN legislation and supported teachers understanding of their role and responsibility. Pastoral mentor highly effective in supporting vulnerable children this is reflected in behaviour outcomes – refer to CPOM analysis.
<b>Rigorous and robust PM/ M &amp; E processes in place</b>	Accurate and regular monitoring of teachers' planning and its execution in-relation to L&T, impact on progress(data) and evidence of work produced in books supported strategic decisions. This helped in the appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Effective and continuous CPD met through staff workshops helped develop teaching. This was evident during Coaching drop in week. Pupil progress meetings and moderation time ensured a clear and concise understanding of data. However, with the new national assessment changes we need to revise policies. Termly scrutiny of feedback developed consistency in marking.
<b>Governing Body to begin extending scope of work across the school</b>	Academisation will be a main priority for the GB - workshops conducted and priorities recorded if in the future Herrick considered joining a MAT. Governors aware of their statutory responsibility (all governors have had safeguarding training). Formulation of Autumn SEF in light of summer results. Completion of School Development Plan 2015-16. Identified and approved planned action for specific aspects of the curriculum. End of Year Evaluation documents - report of the school's successes (impact of actions) during the year(2014-15) and analysis on areas of development (next steps). This was reported to the full Governing body. Governors aware of the differences between our aims and challenges and supported in setting realistic, inspirational goals and targets. Governors evaluated the SDP and began to set priorities for consideration for Sept 2016.
<b>SMSC</b>	Review of how we promote 'British Values'
<b>Children to take on leadership roles at several levels</b>	Review of Herrick Management Team – structure and purpose. Awards and achievement process to redesigned by HMT

Summary Evaluation 2016-17

### Specific Actions

1. There is a rigorous school evaluation process – termly/annually
2. Leadership capacity and subsequent roles and responsibilities reviewed
3. There is a shared vision of all initiatives across the school
4. All leaders identify strengths and weaknesses for their areas of responsibility; all leaders able to recommend specific priorities and check on progress
5. Research projects, carried out by all level of staff, support school development towards outstanding: NQT led projects, TA led projects, projects leading to developing maths
6. Senior leaders and governor to have confidence in effectively supporting vulnerable groups, specifically pupil premium children

### Milestones /Indicators

- All leaders know and can evidence the impact on improvements already made and make recommendations for further improvement
- Staff confidently use methods, such as classroom action research work, for further improvement via collaboration and the use of new knowledge

**Targets:** *What we want to achieve*

'Our Journey to Outstanding'	Leadership and Management		
	2016-17	2017-18	2018-19
<b>Shared vision and ambition at all levels through distributed leadership</b>	Programme of M & E of L & T in the classroom- 4 weekly cycles- 6 points in the year to triangulate judgments with data and work scrutiny	Vision and Ethos is clear to see. Staff and governors' expectations of children's outcomes are high. This is reflected in the outcomes for children and evident in all the aspects of school life	
<b>CLT holding fellow colleagues to account for L &amp; T</b>	Review of policy/protocols (introduction and embedding of new L&T policy –based on mastery and robust assessment	At Gov. level HT will be held to account for outcomes. Rigorous Teacher Appraisal; internal and cluster based moderation as well as cycle of M & E will challenge at all levels	
<b>Clearly identified roles and responsibilities for staff and G.B.</b>	Review roles & responsibilities within the school and GB team to focus on financial stability over 3 years (NOR)	All leaders will have clear designated roles in school commensurate with salary and position. All leaders will have a GB member link.	
<b>Rigorous and robust PM/ M &amp; E processes in place</b>	Review process to ensure that short term planning is secure and results in outstanding outcomes for all learners	At Gov. level HT will be held to account for outcomes. Rigorous Teacher Appraisal; internal and cluster based moderation as well as cycle of M & E will challenge at all levels	
<b>GB to begin extending scope of work across the school</b>	Academisation will be a main priority for the GB		Sub-committees operating successfully. G.B fulfilling all statutory duties to a high level
<b>Children to take on leadership roles at several levels</b>	Review of Herrick Management Team – structure and purpose. Awards and achievement process to redesigned by HMT	Responsibilities are given to children in and out of the classroom; school council etc.	Yearly planned activities involving children in the previous roles and in recruitment of new staff

**Targets:** *What we want to achieve*

**Areas of Development:** *What we need to do*

## Leadership and Management (2016-17)

### Aim

The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.

### Proposed Actions

- Induct and develop core SLT roles to ensure impact on key areas of improvement **Achieved**
- Embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations (Further Develop)
- Develop capacity of subject leaders to support effective curriculum opportunities in-relation to Foundation subjects (Further Develop)
- Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups (Further Develop)
- Further develop Maths Folders – provide relevant feedback to teachers **Achieved**
- Develop skills of teaching staff to observe peers – identify good/outstanding practice (Further Develop)
- Process of coaching/developing practise shared and agreed **Achieved**
- Evaluate impact of interventions and support programmes **Achieved**
- Subject leaders including new to post are confident at leading their own subject, evaluating and embedding areas for development **Achieved**
- All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post **Achieved**

### Specific Actions (17-18)

1. Embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations
2. Develop capacity of subject leaders to support effective curriculum opportunities in-relation to Foundation subjects
3. Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups
4. Develop skills of teaching staff to observe peers – identify good/outstanding practice (Formulate and embed principles of HPS Teacher Handbook)

**Milestones /Indicators (17-18)**

- Achievement through assessment process reflects year group expectations or good progress (6 steps)
- Level of teaching in-relation to foundation subjects deemed to be good to outstanding (evidence of deep learning)
- Governors conduct robust analysis of Pupil premium spend and impact (report to be produced)
- Clear understanding of focused triangulation and impact on appraisal

**Action: *How we will achieve this***

**1. Embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations**

<b>Tasks/Actions</b>	<b>Leadership &amp; Management</b> HT=Headteacher - AHT=Assistant SL=SubjectLeader UL=Unit Leader	<b>Resources/ CPD</b>	<b>Timescale / Cost</b> Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1/3.2 (2 ½ in each term)	<b>Success/Monitoring/ Review</b>	<b>Action Status</b>
<b>1.</b> Continue to improve assessment systems to include progress indicators. Utilize NGRT + NFER assessment alongside TT to support progress and direction of developments. Ongoing from Sept. 2017	HT, AHT, SL, UL	NGRT assessment  NFER assessment	1.1 -3.2  £2500	Progress and attainment are measurable in all subjects by end 2018. In place and is fit for purpose as measured by staff, S.L.T., governors and external moderation	
<b>2.</b> To implement effective interventions based on data. Ongoing from Sept. 2017 interventions Pupil data indicates Interventions are appropriate and having good impact	HT, AHT	Resourcing intervention/ support groups and CPD costs.	1.1 – 3.2	Targeted Interventions are being timetabled Appropriately training staff deliver pupil.  Data - accelerated progress for pupils involved in interventions.	
<b>3.</b> Monitor planning to establish appropriate milestones for each year group – adapt and develop practice accordingly	AHT, SL, UL	Planning Chris Quigley Milestones	1.1-1.2	Curriculum plans for all year groups established – all subjects  Subjects portfolios include evidence of progression and continuity	

<b>2. Develop capacity of subject leaders to support effective curriculum opportunities in-relation to Foundation subjects</b>					
<b>1.</b> Teacher targets to reflect emphasis on developing curriculum opportunities in-relation to Foundation subjects - Appraisal to become a support and challenge framework so it becomes okay to say 'I need to improve on this'.	HT, SL, UL	Teacher forum – T drive	1.1- 3.2	Clear development points for all teachers – inform appraisal process to support improving practice  Appraisal – teacher outcome (good-to outstanding)	
<b>2.</b> Adapt and develop teacher support through 'focussed triangulation' (move away from formal lesson observation)- focus on book scrutiny, pupil interviews and 5 non-negotiables	HT, SL, UL, all teaching staff	HPS teacher handbook	1.2- 3.2	Appraisal – teacher outcome (good-to outstanding)	
<b>3.</b> Through improved leadership quality of teaching and learning improves. Ongoing review of pupil interviews and books show clear improvements from previous data capture.	HT, AHT, SL, UL	Identified resources to meet needs of pupils / curriculum/ teacher training.	1.2 – 3.2	Data Staff can evidence the impact their actions have had on quality of T. & L. External moderation / inspections and assessment data indicates clear improvements in outcomes and practice.	
<b>4.</b> Planning of foundation subjects is reviewed and termly reports from each phase are produced.	SL, UL	Planning Chris Quigley Milestones	1.2, 2.1, 3.1	The curriculum covers skills, knowledge and understanding to ensure a challenging and engaging content. By end of 2017-18 Pupils' skills, knowledge and understanding of each subject is of a high standard and they can apply them in different contexts. Pupils' enjoy and engage in all subjects.	
<b>3. Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups</b>					
<b>1.</b> To ensure S.L.T. and Governor maintain clear understanding of Ofsted / Government agenda and implement improvements / changes to meet the needs of all pupils and staff.	HT, AHT, SL, UL	Governors and SLT, external assessments, data, plans and pupil outcomes.	1.2, 2.2, 3.2	Staff and governors are clear in requirements. External assessments and moderation show good understanding. Pupil groups making good progress against national expectations	

		Resources allocated according to need of pupils, curriculum and staff				
2. To effectively respond to data analysis and other evidence, inform staff on new focus arising and monitor the response. Ongoing and at least termly from Sept. 2017.	HT, AHT, SL, UL	Termly TA data + diagnostic assessment	1.2 – 3.2	Through information gathered and actions implemented, teaching and learning of specific prioritized target areas have improved- vulnerable groups		
3. Ongoing development of English ensures phonics, reading and Grammar are high priorities. (see subject plan) Ongoing from Sept. 2016 Phonics, reading, spelling and grammar attainment are above national expectations.	AHT, SL	S.L.T., Governors, data and information acquired through M. & E. clearly show improvement. Pupil outcomes show improvements.	1.2 – 3.2	90% of Yr1 achieve phonics expectations. All year 2 children have achieved the expected standard in. All pupils make expected progress (as defined by standardized scores)		
<b>4. Develop skills of teaching staff to observe peers – identify good/outstanding practice (Formulate and embed principles of HPS Teacher Handbook)</b>						
1. Establish teacher forum to ensure CPD links are clear and link monitoring, appraisal etc. but meet personal and school needs.	HT, AHT	Teacher forum T. drive	1.2 -3.2	CPD evaluation/ timetable		
2. Develop teachers(through FT) who continually strive to improve their personal teaching. Sept 2017 ongoing Sharing good practice within and out of school occurs regularly with a clear focus – development points.	HT, teaching staff	HPS teacher handbook	1.2 – 3.2	Positive impact can be seen in the individual's own teaching – teachers invited to join coaching team (12 points +)		
3. Provide effective C.P.D. for all leaders in lesson observation, book scrutiny, shared practice, pupil interviews, data analysis and target setting. To improve the wider management and understanding of the quality of T. & L.	HT, AHT, SL, UL	In-school rota of sharing good practice and releasing staff	1.2 – 3.2 No cost	All leaders have attended internally led training. Senior Leaders have worked with staff on effective use of data and target setting. Associated subject plans		

				from staff have been written and implemented with focus on improving T. & L.	
4. Main focus of mathematics is developing mental maths skills to support arithmetic. (see subject plan) Ongoing from Sept. 2017	HT, UL	S.L.T., Governors, data and information acquired through M. & E. clearly show improvement. Pupil outcomes show improvements	1.2 – 3.2	All pupils make expected progress (as judged by standardized scores ) and through internal and external testing.	
5. More able pupils clearly identified in class groups. (based upon previous and current data). Sep-17 Focused tracking and monitoring of identified pupils enables appropriate challenge and higher teacher expectation.	HT, AHT, SL, UL	Data analysis – 2016  Tracking sheets	1.2 – 3.2	NFER/ NGRT scores strongly show good attainment is being maintained.	

# **Quality of teaching, learning and assessment**

## Quality of teaching, learning and assessment

## Evaluation: *What we found out*

	<b>Evaluation 2015-16</b>
<b>Sharing best practice both internal and with external support</b>	<p>The 'Coaching Drop In' week showed that <i>all</i> teachers have moved on in their teaching practice and the teaching and learning was judged to be overall good with elements of outstanding practice across the school.</p> <p>In Phase 2 &amp; 3, the level of challenge and assessment for learning is still in the early stages of development in both <b>Reading</b> and Writing.</p> <p><b>Maths</b>-Teachers across the school demonstrated the use of practical tasks to engage the children. While children are being encouraged to engage in deep learning, this needs to be further developed.</p> <p><b>Foundation Subjects</b>-Although milestones are being used to plan and pitch lessons at the appropriate level, teachers need to be flexible in selecting the milestones to focus on while also meeting assessment requirements. Deep learning opportunities need to be developed. (in detail on Page 9)</p> <p><b>Next steps-Policies need to be reviewed and revised.</b></p>
<b>Marking and Assessment</b>	<p>Half termly scrutiny of the Maths books revealed that there is inconsistency in marking. Clarity for children on what they have done well and their next steps was provided with the introduction of the green and orange pen and this led to the Maths Marking Policy to be updated towards the end of the term.</p> <p>Through analysis of Reading data, we recognise that Reading has fallen and we will need to address this next academic year. £10,000 has been invested in reading resources for a new reading programme in KS1.</p>
<b>Curricular Provision-Secure Cross – curricular links</b>	<p>The Curriculum Map was updated again and the KS1 milestones were updated with milestones for specific units of work in line with the existing KS2 milestones overview.</p>
<b>Planning Process</b>	<p>Insets on Deep Learning and Collaborative Planning opportunities were provided via staff meetings to develop teachers' understanding of B.A.D. The Teaching and Learning Policy was updated after studying the work of John Hattie (Visible Learning) and discussing the purpose of the new approach to Maths.</p>
<b>SMSC</b>	<p>Although SMSC is a strength and is being delivered throughout the week through a number of sessions, we recognise that there is insufficient evidence. A range of opportunities that we have been providing, have now been recorded on '100 things to do before you leave Herrick' document for our school website and the 'How we promote British Values' overview.</p> <p>We have also updated our phase assemblies to reflect celebratory weeks, school ethos and special events. We will review how SMSC is to be documented for next academic year.</p>

### Specific Actions

1. Teachers continuously improve their practice across all subjects
2. Development of our Foundation milestones where key skills ,high expectations, discrete phonics, Reading and fluency of number prevail across all subjects
3. Develop a deeper understanding of assessment of Foundation subjects(Chris Quigley), includes formative, diagnostic and summative aspects
4. Teachers and TA clearly demonstrate a shared vision in their practice
5. Better use and understanding of our learning environments

### Milestones/Indicators

- All teaching is at least good with much outstanding
- A school curriculum is in place where key skills, high expectations, discrete teaching of phonics, Reading and fluency of number is embedded in daily planning
- A deep understanding of assessment in its different forms is used very effectively to set challenging work matched to individual needs. regularly engage in active learning; 'big questions'; self-evaluation, taking responsibility, discussing with peers and problem solving
- Marking reflects continuous evidence of deep learning experiences, as well as outstanding progress and achievement
- Survey with children indicates 100% are confident working independently at tackling challenging work
- Communication processes between teachers and TA's to promote school's shared vision
- Learning spaces are used effectively and imaginatively in all subjects as evidenced in planning, lesson observations

## Targets: *What we want to achieve*

'Our Journey to Outstanding'	Quality of teaching, learning and assessment		
	2016-17	2017-18	2018-19
<b>Sharing best practice both internal and with external support</b>	Programme of colleagues mentoring and coaching to raise the quality of L & T across the school. Each year group will be supported by colleagues across the schools. Moderation across schools to inform judgements about standards/progress - <b>WRITING</b>	Programme of M & E of L & T in the classroom with peer observation, supported by cluster Yr Group work.	Programme of M & E to continue. Local cluster of schools to continue to work in Year groups to establish best practice models based on assessment expectations
<b>Marking and Assessment</b>	Focussed and clear in line with NC level expectations. Opportunities offered in the week for children to take on board targets for improvement – emphasis on <b>FEEDBACK</b>	Review of policy/protocols- ensure best practice models are shared. Half termly to triangulate marking with data and observations	Feedback/Feed forward to become an integral part of the teaching cycle
<b>Curricular Provision- Secure Cross –curricular links</b>	<b>REFINE CURRICULUM</b> (Foundation subjects – Chris Quigley milestones) map/provision. All leaders to have produced portfolios with exemplars of work that are NC levelled	Distinctive curriculum to meet the needs of Herrick children. A diverse and dynamic curriculum encouraging resilience and initiative from all children so that they fully demonstrate learning attitudes	Curriculum to reflect as far as possible the context of the school and its community
<b>Planning Process Long/Medium/Short</b>	Refine so that planning is sharper and more focussed - emphasis on 'BAD' – Basic, Advanced, Deep	Develop medium and short term planning to ensure continuity and progression. Medium term planning to become more detailed and clearly shows depth of learning	Review planning for our curriculum ensuring that it is deep, challenging & coherent and allows for learners to achieve ARE
<b>SMSC</b>	All strands of school life will be underpinned by opportunities to promote Spiritual, Moral, Social and Cultural development		Medium term plans show detailed references of provision for SMSC across the school

## Areas of Development: *What we need to do*

### Quality of teaching, learning and assessment

#### Aim

To enable the quality of teaching to be judged good/outstanding by all pupils making rapid progress in their learning.

#### Proposed Actions

- Ensure that the CPD programme for new teachers and NQT's results in a sustained good teaching profile **Achieved**
- **Continue to develop teacher subject knowledge to support the successful implementation of the revised curriculum and assessment expectations** (Further Develop)
- Implement revised systems of monitoring feedback to a coaching model **Achieved**  
**To develop the concept of mastery in teaching styles and assessment to ensure that most able pupils are effectively challenged** (Further Develop)
- **Develop Teachers ability to systematically and effectively check pupils' understanding throughout lessons**
- **To embed effective strategies that support constructive feedback and high quality 'in class intervention'** (Implement)
- Address the differences in the way teachers use marking **Achieved**
- **Ensure pupils are given the opportunity to read and act on teachers comments to improve their work** (Embedded)
- Develop mathematical skills and solving problems; challenge the most able, and apply mathematical skills in topic work which links different subjects together **Achieved**

#### Specific Actions (17-18)

- To embed and secure the five non-negotiable (HPS teacher handbook)
- To develop a reading structure that supports vocabulary and language
- To ensure that children's working books are used to communicate with all stakeholders and to inform planning and to support next steps.

#### Milestones/Indicators (17-18)

- Implement a reading curriculum where key skills prevail
- All teachers obtain 12 points in the 5 aspect review
- Working Books are used as the only tool to assess progress

## Action: *How we will achieve this*

1. To embed and secure the five non-negotiable					
Tasks/Actions	Leadership & Management HT=Headteacher AHT=Assistant SL=SubjectLeader UL=Unit Leader	Resources/ CPD	Timescale/ Cost Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1/3.2 (2 ½ in each term)	Success/Monitoring/ Review	Action Status Red - needs serious attention Amber Not complete, in progress, not an issue yet Green On track, in progress Blue Completed
1.Carry out termly review of the five aspects with a specific focus on challenge and assessment for learning	<b>HT=Headteacher PL- Phase Leader</b>	Release for Phase Leaders to carry out coaching walks, 5 aspect review and have coaching dialogue.	<b>Aut = 1.1 Spring = 2.1 Sum = 3.1</b>	Teaching and Learning values track individual progress in 5 aspects. Teachers are expected to continue to demonstrate progress through an incremental increase in the T and L value.	
2.Introduce new coaching model	HT & PL	Coaching Release time offered every fortnight. Teachers can request support of their choice for any of the 5 aspects.	<b>Aut = 1.1 Spring = 2.1 Sum = 3.1</b>	Coaching model supports Focussed Triangulation. All teachers to obtain 12 points.	
3.Develop whole staff on scrutiny of books	All staff	Staff Meeting x 2 termly	<b>Aut = 1.1 Spring = 2.1 Sum = 3.1</b>	Books are used as a tool for assessment. There is consistency across the school.	
4.Further develop teacher judgements in writing	All staff	Staff Writing Moderation x 3 in term 1 at beginning of term and towards end. Teachers to moderate a different year group's writing at the end of term 2 and 3	Staff Meetings x 4	Teachers secure understanding of writing expectation for the new year group. Teachers to secure teacher judgements. Teachers can validate teacher judgements for another year group.	
5.To continue to build on deep learning opportunities in all subjects	5.To continue to build on deep learning opportunities in all	All teaching staff	New coaching model Staff Mtg- CPD Reading, Maths	<b>Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1/3.2</b>	All teachers have further developed deep learning opportunities. This

	subjects				should be evident in T and L value increase and 5 aspect review. Assessment tests should show progress made in reasoning papers (Maths)
<b>2. To develop a reading structure that supports vocabulary and language</b>					
1.Introduction of specific skills being taught	All class teachers	Reading Inset Staff Meeting each term Scrutiny of books	<b>Aut = 1.1/ 1.2</b> <b>Spring = 2.1/2.2</b> <b>Sum = 3.1/3.2</b>	Specific skills being taught are evident in Reading Journals and Coaching walks and Reading walks. Assessment data shows progress and majority of chdn achieving ARE ( standardised score 100 + )	
2.Use reading journals as an effective tool for assessment	All class teachers HT, PL & AHT	CLT to carry out half termly scrutiny of reading journals and involve staff	<b>Aut = 1.1/ 1.2</b> <b>Spring = 2.1/2.2</b> <b>Sum = 3.1/3.2</b>	Teachers further develop skills in helping children to self-regulate. Success-Majority of children in each year group meet ARE. Narrow the gap between target groups.	
3.Raise attainment of High Attainers through booster classes and effective deployment of support staff	Teaching Assistant Level 3 and Reading Champion	37 weeks £500 approx Resources: £50	<b>Aut = 1.1/ 1.2</b> <b>Spring = 2.1/2.2</b> <b>Sum = 3.1/3.2</b>	Targeted children achieve greater depth in Reading in Sum 3.2.	
4.Ensure a rigorous and robust Letters and Sounds programme is continued in KS1	Year 1 teaching staff AHT and Reading Champion	Reading Inset Updated plan of action to regularly reviewed by Reading Champion	<b>Aut = 1.2</b> <b>Spring = 2.2</b> <b>Sum = 3.1</b>	Year 1 children to sustain previous year's figure and achieve 93% or more in phonics screening check.	
5.Embed new Reading policy for KS2	All Staff	Scrutiny of Reading Journals Reading Insets Reading Course	<b>Aut = 1.1/ 1.2</b> <b>Spring = 2.1/2.2</b> <b>Sum = 3.1/3.2</b>	Teachers further develop skills in teaching reading. The majority of children are able to read books appropriate for their Reading age. There is clear evidence of progress made in Suite 2 test paper and Y2 GL paper.	

3. To ensure that children's working books are used to communicate with all stakeholders and to inform planning and to support next steps					
1. Further enhance quality of marking by updating maths, literacy and foundation subject marking policies.	All teaching staff	All policies updated to support children's learning and shared with staff Aut 1.1	<b>Aut = 1.1</b>	Regular scrutiny of all books shows consistency in marking across the school.	
2. Carry out scrutiny of books every fortnight with all class teachers	All teachers	Develop teachers' understanding of children's progress across the school via books and provide opportunity to cross check marking with partner teacher in staff meetings.	<b>Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1/3.2</b>	Through regular scrutiny and constant review, books can be used as an effective tool for assessment.	
3. Focus on evidence of assessment for learning in books	CLT	All chdn should be able to answer the Success question at the end of the session.	<b>Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1</b>	Regular scrutiny of all books – written explanation/ justification of outcomes (deep learning)	

# **Personal development, behaviour** **and welfare**

## Personal development, behaviour and welfare

## Evaluation: *What we found out*

	<u>Evaluation 2015-16</u>
<b>Safeguarding Protocols/ Procedures in place a whole school level</b>	<p>At the beginning of the academic year all staff received child protection and safeguarding training at school on an inset day. All staff were given the safeguarding guidance to read and understand importance of following procedures and creating an environment that all children feel safe/ secure and happy at school.</p> <p>In January 2016, as a whole school we also received Prevent Duty training. All staff were informed and raised awareness of how our role may impact child's wellbeing. The staff also have chance to explore how we can improve the child's life by noticing the signs and following the safeguarding procedure.</p> <p>Towards to end of autumn term we have purchased the CPOMS online safeguarding record system and all staff including dinner ladies have received training how to use it. Since then we are using the CPOMS to record and analyse all incidents.</p> <p>In December Governors were given safeguarding training.</p> <p>Two Assistant Heads took Safer Recruitment training and they have completed the course successfully. They are actively interviewing and employing staff for the school.</p> <p>Both assistant heads are holding the safeguarding, child protection certificate and all staff are aware of the reporting child protection concerns to DSL in school.</p> <p>We also support NQT programme. This academic year we had 3 NQTs in school. Part of our induction we ensure all NQTs aware of the school policies and Health and Safety principles. All NQTs also took part in Safeguarding and Child Protection, CPOMS, Prevent Duty training</p>
<b>Health &amp; Safety Procedures and Protocols in place</b>	<p>Under the safeguarding guidance, the Safeguarding Hub is created and each class teacher are given The safeguarding Hub poster to displayed it on their notice boards in the classroom. The certain staff and governors are given specific responsibilities to ensure systematic approach in place to make Herrick a safe/ secure place to learn for all children. The Safeguarding hub poster informs who to contact for all professionals to report safeguarding concerns.</p> <p>This academic year we have appointed a new premises officer. Former premise officer and new premises officer worked together for a period of time and he handed over the health and safety producers and regulation in practice as well as the new premises officer has attended Health and Safety in work place CPD. This year we have had external annual health and safety audit and completed it with distinction. To keep pupils and staff safe, the premises officer has had a routine of regular check of water hygiene and the maintenance as well as working on different projects for developing learning environment. We also do annual classroom health and safety audit by staff. We review our policies regularly. We have done 2 fire drills and according to outcomes we have updated out Fire safety policy and all staff are given copy of the policy. Each staff has clear understanding of their responsibilities and the protocol in case of a fire.</p>
<b>Curriculum development to reflect whole school approach to Healthy Lifestyles</b>	<p><u>Early Years</u></p> <p>PSED- circle time- supporting children with developing independency and managing feelings</p> <p>Health and Self-care- in daily base activities and routine for children to learn to take care of their personal hygiene</p> <p>Topic- Our feelings- managing feelings and developing healthy way of expressing their own feelings</p> <p>Stories- promoting healthy eating e.g. The very hungry caterpillar, Oliver's vegetables</p> <p>Road safety- Lollipop lady visit</p> <p>How to brush our teeth- school nurse workshop</p> <p>How to wash our hands- nurse workshop</p>

	<p>NHS height and weight check up  Topic- Healthy eating  Road safety trip  Fire fighter visit, Police visit- safety talk, Moving and Handling- PE  Daily outdoor activities- exercises  Festivals- making a healthy choice of foods, Promoting healthy school lunch, Daily snack time- Pupils are encouraged to drink milk and eat fresh fruit, Health for Kids campaign</p> <p><b>KS1</b>  Daily snack time- Pupils are encouraged to drink milk and eat fresh fruit.  PSED- Good to be me  Say NO to bullying  Science- Teeth and Eating  After school clubs- Karate, dance, ball skills, Multi sport activities, football  PE- twice a week, Being Me, Being Safe, Being happy boxes, Red Hats, FABs, Health for Kids campaign</p> <p><b>KS2</b>  Outdoor pursuits, Warning Zone, Topic- teeth, PSED-  After school clubs- Karate, dance, ball skills, Multi sport activities, football  PE- twice a week  Being Me, Being Safe, Being happy boxes, Way Forward- Intervention, Sport leaders, Red hats, FABs, Parents workshop- Conception &amp; birth, Puberty video, Assemblies- safer internet, Police talk – E- safety, cyber bullying week, Health for Kids campaign</p>
<b>SMSC</b>	<b>Fostering a strong, inclusive community</b> anti-bullying policy & practice, strategies to bring diverse groups together, <b>VISION</b> of the school

## Summary Evaluation 2016-17

### Specific Actions

1. Establishing the school Learning Attitudes (LA) and Herrick Character (HC) with children and staff; teachers to demonstrate non-negotiables as stated in L&T policy; Staff and children model the LA and HC daily, and appreciate their importance. Corporate displays reflect the LA and HC; all children are helped to develop LA and HC-
2. Have a shared understanding in school that behaviour is crucial in a culture where good learning takes place
3. 'Being me, being happy and being safe' remains a high priority and revisited at least half termly as a whole school – the LA and HC support this aim

### Milestones/Indicators

- LA and HC established, shared, publicised, displayed; LA and HC reflected by staff, through language and behaviour; Staff understand the importance of the core values and promote these in their daily interaction within the school community. Journals in place in every year group in KS2; British Values and

SMSC topics are covered; children can reflect on their own personal, social, emotional, health needs. Pupils are resilient learners, allowing them to tackle challenges with increasing levels of difficulty.

- A culture of good learning in every classroom, children know and understand what is 'good learning' in their class and how they can improve through the LA and HC; Children are happy to come to school, and this is reflected in attendance and through feedback from children; Observations show an improvement in learning behaviors. Children are aware of, and can talk about, how they can develop their learning
- Children of all ages understand what bullying is and what to do/where to go to seek help.

**Targets:** *What we want to achieve*

## Areas of Development: *What we need to do*

'Our Journey to Outstanding'	<b>Personal development, behaviour and welfare</b>
<b>Personal development, behaviour and welfare</b>	
<b><u>Aim</u></b>	
To enable pupils to behave impeccably at all times, to ensure level of challenge is high so pupils do not lose concentration, children to develop 'thirst for and love of learning', to recognise the importance of 'being me, being happy and being safe'.	
<b><u>Proposed Actions</u></b>	
<ul style="list-style-type: none"> <li>• <b>To further enhance the identification of pupils who have factors that impact on well-being and learning – providing bespoke support</b> <b>Implement</b></li> <li>• To continue to improve rates of attendance for all groups of pupils through careful analysis of attendance patterns and robust related actions at persistent absentees. <b>Achieved</b></li> <li>• <b>To further develop aspects of 'character' and 'attitudes' that will lead to increasing ownership of their own learning and that of others</b> <b>Further Develop</b></li> <li>• Review and update rewards system <b>Achieved</b></li> <li>• Herrick website to include aspects of British values – what it means and how it is taught <b>Achieved</b></li> <li>• <b>Use the Children &amp; Parent Questionnaire alongside interviews to review the relevance of the curriculum to promoting healthy lifestyles and staying safe</b> <b>Further Develop</b></li> <li>• Review of CPOMS. Analysis of school based reporting systems <b>Achieved</b></li> <li>• All stakeholders are clear as to expectations at Herrick and their roles within this framework. <b>Achieved</b></li> <li>• Policy &amp; practice takes on any changes in guidelines /legislation. <b>Achieved</b></li> <li>• Training is regular and updates planned accordingly – all staff to complete on-line safeguarding course <b>Achieved-ongoing</b></li> <li>• Clearly identified calendar of activities which maintain and promote health and safety of the premises. <b>Achieved-ongoing</b></li> <li>• <b>Herrick Management Team - Responsibilities are given to children in and out of the classroom</b> <b>Further Develop</b></li> <li>• <u>To use OFSTED's outstanding criteria to complete a behavior audit and action plan</u></li> <li>• <u>To establish the new behavior policy with children and staff</u></li> <li>• <u>To launch new duty rota for behavior management at lunch time</u></li> <li>• <u>To support children in understanding how to deal with terrorist episodes and emotional well being</u></li> </ul>	
<b><u>Specific Actions (17-18)</u></b>	
<ul style="list-style-type: none"> <li>• Continue to Establish the school Learning Attitudes(LA) and Herrick Character(HC) with children and staff; teachers to demonstrate non-negotiables as stated in L&amp;T policy; staff and children model the LA and HC daily, and appreciate their importance</li> <li>• To support children in understanding what constitutes a healthy life style so that they are motivated and able to lead one</li> <li>• (Promote pupil voice)Herrick Management Team - Responsibilities are given to children in and out of the classroom</li> </ul>	
<b><u>Milestones/Indicators (17-18)</u></b>	

- LA and HC established, LA and HC reflected by staff, through language and behaviour; children can reflect on their own personal, social, emotional, health needs. Pupils are resilient learners, allowing them to tackle challenges with increasing levels of difficulty.
- A culture of good learning in every classroom, children know and understand what is 'good learning' in their class and how they can improve through the LA and HC;
- Children of all ages understand what bullying is and what to do/where to go to seek help.

**Action:** *How we will achieve this*

**1.** Establishing the school Learning Attitudes(LA) and Herrick Character(HC) with children and staff; teachers to demonstrate non-negotiables as stated in L&T policy; Staff and children model the LA and HC daily, and appreciate their importance. Corporate displays reflect the LA and HC; all children are helped to develop LA and HC

<b>Tasks/Actions</b>	<b>Leadership &amp; Management</b> HT=Headteacher - AHT=Assistant SL=Subject Leader UL=Unit Leader	<b>Resources/ CPD</b>	<b>Timescale / Cost</b> Aut = 1.1/ 1.2 Spring = 2.1/2.2 Sum = 3.1/3.2 (2 ½ in each term)	<b>Success/Monitoring/ Review</b>	<b>Action Status</b> Red - needs serious attention Amber Not complete, in progress, not an issue yet Green On track, in progress Blue Completed
1. Develop effective use of Herrick passport in Phase 2	AHT, UL	Teaching and Learning Policy Behaviour policy Phase meeting	1.1-3.2	UL and AHT to monitor Herrick passport regularly (end of each half term) Pupil interview Children will be able to identify and talk about LA and HC. They will be able to talk about their strengths and the areas of development for LA and HC. Children will develop understanding of LA and HC, therefore they will become an active and confident learner.	
2. Introduce and display Learning Attitudes in Early years Reception	UL	Phase meeting Laminated LA characters and statements	1.1-3.2	Coaching and dropping in week Pupil interview  EYFS display will show which LA are embedded through teaching and learning. Majority of Children will recognise LA characters and will be able to name them.	

				LA and HC support and link with Characteristic of Learning therefore children will involve in learning independently in learning through play.	
3. Through coaching and drop in sessions CLT monitor and support all staff and children model the HC and LA in their learning	HT, AST,UL	Staff meetings Coaching sessions School assemblies	1.1-3.2	Coaching programme Lesson observations Children will be able to identify and talk about LA and HC. They will be able to talk about their strengths and the areas of development for LA and HC. Children will develop understanding of LA and HC, therefore they will become an active and confident learner.	
4. Children to reflect up on their LA and HA and record into their morning book.	UL	Phase meeting	1.1-3.2	Morning books UL to monitor random morning books end of each half term Children will be able to identify and talk about LA and HC. They will be able to talk about their strengths and the areas of development for LA and HC. Children will develop understanding of LA and HC, therefore they will become an active and confident learner.	
5. To establish the new behavior policy with children and staff – specific for each phase	HT, AST, UL	INSET Phase meetings Staff meetings	1.1-1.2	CPOMS data Behaviour policy Staff behaviour survey	
<b>2. To support children in understanding what constitutes a healthy life style so that they are motivated and able to lead one</b>					
1.Each phase to organise a Theme day that promote healthy life style	UL	Phase meetings planning	1.2-3.2  £2000	Children will develop and understand sense of healthy life style and how it makes an affect their life.	
2.Develop DSL/ SENCO role as a key person – targeted children to have some pastoral activities regularly	AHT/ DSL	Age appropriate PHSE resources and activities	1.2-3.2	CPOMS Teachers’ report Data  Targeted children will know who the key person is and they will be able to build a relationship with this person to express their feelings and emotions. Through regular activities children’s confidence will grow and they will be able to apply LA and HC into their school life. This will help	

				these children to manage better relationship with their friends and interact with them in acceptable behaviour. Their listening and attention span will develop and they will manage to concentrate better in lessons.	
3.Phase 3- Using KS2 diaries to promote healthy life style	AHT,UL	Diaries certificate	1.1-3.2	Class teachers will be monitoring KS2 diaries regularly and identify children for being active out of the school hours. Class teachers to plan cross curricular lessons that promote healthy life style. Children will develop and understand sense of healthy life style and how it makes an affect their life. Children will embed healthy choices into their daily life.	
4.To promote competitive sports activities between same year groups- end of each PE unit	UL, SL	PE kits PE equipments	1.1-3.2	Children will be motivated to take part in PE and develop their skills. Children's self-esteem will improve. Children will understand how competition works in a friendly environment, and that if you try your hardest, you have a better chance to succeed.	
5.To centralise the Being Me, Being, happy, Being Safe box and DSL to be main person to manage the box and work with identified children	HT,AST	2 BM, BH, BS boxes	1.1-3.2	Termly SMCS grid analysis DSL – to check KS1 and KS2 BM,BH,BS box and identify and support the children  Children will be secure to identify key people in school to express their feelings and emotions or worries. Children will have good understanding of use of Being Me, being Happy, Being safe box. SMCS grid analysis will show the opportunities which is embedded in curriculum.	

### 3. (Promote pupil voice) Herrick Management Team - Responsibilities are given to children in and out of the classroom

1.As School Council to publish a newsletter at the end of each term	AHT	---	<b>1.1-2.2</b>	Regular meeting with HMT Children will produce 3 newsletters by the end of academic year. Children will develop their self- esteem through responsibilities. Children will develop decision-making and problem solving skills. Fosters resiliency factors for students. Children will learn to work as a team and co-operative peer interactions.	
2. To develop RED HATS' members' understanding and practising of the LA and HC for them to support their peers in the playground	AHT	---	<b>1.1-2.2</b>	Regular meeting with HMT RED HATS will be supported and trained by AHT and they also will learn LA and HC through daily teaching and learning. RED HATS will be role model to children in the playground. They will be able to support their peers to apply their learning of HC and LA ethos.	

3.To create a clear protocol for RED HATs and FABs how to and who to report the incidents	AHT	Protocol of reporting incidents	<b>1.1</b>	AHT – lunch time duty RED HATs and FABs will have clear understanding of how to report any incidents. All incidents will be dealt promptly and children will have happy and safe lunch time. The number of the incidents will be reduced. CPOMS lunch time analysis	
4.Herrick Management team to take an active role to organise charity events to raise money to support school priorities such as reading	AHT	-----	<b>1.2-3.2</b>	Regular meeting with HMT HMT will organise different fundraising activities to support school priorities. Children will develop their self- esteem through responsibilities. Children will develop decision-making and problem solving skills. Children will learn to work as a team and co-operative peer interactions.	
5. Train some RED HATs to be a reading captain to support reading time at the end of lunch time.	AHT, SL, RC	----	<b>1.2-2.2</b>	Older KS2 Red Hats will support younger children in KS1 and Reception. This will be monitored by AHT and RC.	
6.To launch new duty rota for behavior management at lunch time – to be supported by HMT	AHT		<b>1.1-1.2</b>	HMT will have an active role during lunch time. They will work closely with AHT and RED HATs to improve behaviour at lunch time. All incidents will be dealt promptly and children will have happy and safe lunch time. The number of the incidents will be reduced. CPOMS lunch time analysis	