



Self-Evaluation Form (SEF)

Summary October 17

The Effectiveness of leadership and management is judged to be good

The school continues to consolidate and further develop aspects of the quality of teaching - *move complacent passive learners onto more interactive and engaging lessons leading to deeper learning. Recent school performance* directed our decision to focus on 'Reading' as a school priority – this includes narrowing the gap for disadvantaged children; raising overall attainment and ensuring both boys and high attainers achieve expected results. *We have also focused* on embedding Maths mastery through planning for depth; delivering and assessing foundation subjects effectively and continue to raise Literacy skills - (i) *independently edit work, and (ii) Identify and comment on grammatical and presentational features at text level. Writing results* demonstrate high levels of achievement over a sustained period of time (moderated in 2016 & 2017). *Our children make good progress* – we have ensured that monitoring of teaching focuses closely on learning and identifies any aspects of teaching that hinders progress (teacher support profile) and all senior leaders have a significant role in improving their phases (teaching teams), holding other staff accountable (phase folders) and recognising and evaluating impact.

Collectively we are focused on ensuring that the new NC and is effectively embedded. As a school we endeavour to develop and evolve our assessment process to support 'next steps' and effectively 'communicate with pupils and parents' on how to improve and progress.

Leaders and governors continually look to raise the quality of teaching. We have succeeded in developing the capacity of leaders to support classroom practice, strengthened evaluation and reflection through the introduction of coaching – this has led to at least good and improving teaching.

Sports Premium develops Sports Leaders, L2 competitions and swimming booster sessions – increasing the level of physical activity. *As a result of* regular and visible celebrations of the diversity of the school community alongside our PSE curriculum and high profile HMT(Herrick Management Team), pupils are well prepared for life in modern Britain.

The school's vision and values are integral in our overall achievement.

In our continued pursuit of excellence we recognise the following as areas of development:

- Embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations.
- Develop capacity of subject leaders to support effective curriculum opportunities in-relation to Foundation subjects.
- Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledge of the context and challenges including provision for vulnerable groups.

The quality of teaching, learning & assessment is judged to be good

Focussed Triangulation- Professional dialogue and feedback is only one strand of regular FT, the other strands include; book scrutiny/review and pupil interview. The process of using at least three data points supports educational decision making – is especially helpful when interpreting assessment results.

Teachers are involved in a shared, open discussion and understanding about how to improve their teaching and are always willing to try out amendments to their practice (a coaching programme has been introduced to further support teacher practice).

Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed.

Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.

Termly pupil reports and year group curriculum leaflets, reading sessions and class books (Maths and Literacy) which are sent home weekly - ensure that parents are well informed in how well their children are progressing and what their child needs to do to improve.

The introduction of learning attitudes/characters is developing pupils' resilience and supporting our children take ownership of their learning.

In Phase 3(KS2), in light of the mastery approach we no longer set children in years 3, 4 and 5. *Year 5* has been identified as a specific cohort with a high SEN %. A member of the senior teaching team, has been deployed to ensure that effective support is provided.

In Phase 2(KS1), our monitoring has shown that transition from reception and formulated systems did not build on the 'learning attitudes' nurtured earlier - (a revised Learning & Teaching Policy has been formulated, influenced greatly by research conducted by John Hattie). 'Clever Classrooms' – a study on classroom

environment has also been used to support changes in Yr1 to stimulate thought and deep learning.

In Phase 1(FS), the teaching of phonic lessons is good and children move quickly through the letter and sound phases, having secured understanding and knowledge. The EYFS/Year1 teachers plan systematically and ensure a good balance between teacher-led work and child initiated activities. Pupils with language difficulties receive extra English support and we are developing the teaching assistants use and understanding of phonics.

The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result pupil outcomes are good. **In our continued pursuit of excellence we recognise the following as areas of development:**

- 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.

Personal development, behaviour & welfare of pupils is judged to be good

Pupils' behaviour and the extent to which pupils feel safe at Herrick is outstanding. They demonstrate thoughtful behaviour which creates a positive school ethos, however we continue to build on developing 'learning attitudes' to become a significant factor in their successful learning.

Pupils are generally very supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils at Herrick encourage others to conduct themselves well and there are many well embedded role models such as Fabs, Red Hats, Herrick Management Team(HTM) and weekly achievers of 'I am a good person and a good learner, a good learner and good person I am.'

The school works very effectively with outside agencies which offer additional support for pupils with need, and this alongside the dedicated school staff ensure a high quality of pastoral care.

The school has a **robust anti-bullying and behaviour policy** and children have a good understanding of what bullying is and how to deal with it. The teaching of the risks of cyber bullying and safety is also high profile.

A number of **healthy living and growing projects** ensure pupils understand how to stay healthy. **Parents are very supportive** of the school. In the last two annual questionnaires 96% agreed with the statement 'my child enjoys being at school', over 90% agreed with the statement 'pupils at the school behave well', **Governors are also rigorous** in ensuring we meet all safeguarding legislation and reviewing the contribution made to wellbeing and SMSC through the impact of school initiatives (eg.Herrick Character / Learning Attitudes).

Raising attainment for the disadvantaged has focused on a variety of strategies, including feedback and motivation, greatest expenditure of PP has been on interventions for targeted groups/individuals. **As a result of a robust and comprehensive** set of actions pupil attendance has been sustained above national averages for the last 3 academic years – 2015: 96.5, 2016: 96.2 and 2017: 27.1. **Understanding of safety and risk** is developed extremely well throughout the curriculum, for example internet safety, fire and road safety and the prevention of cyber bullying. Governors ensure effective policies are in place including management responsibilities for child protection and the training and support for safeguarding.

In our continued pursuit of excellence we recognise the following as areas of development:

- 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&T policy; staff and children model the LA and HC daily, and appreciate their importance
- To support children in understanding what constitutes a healthy life style so that they are motivated and able to lead one
- (Promote pupil voice)Herrick Management Team - Responsibilities are given to children in and out of the classroom

The effectiveness of the Early Years provision: The quality of standards is judged to be good

Despite entering the school well below expected starting points, the majority of pupils leave Reception class with at least achieving national expectations. The percentage of pupils attaining a Good Level of Development on aggregate has been 64% - just below national percentages. Nevertheless, pupils make good progress from low baselines. Pupils currently at the school continue to make good or better progress.

The **quality of teaching** from teachers and support staff is consistently good. The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity.

Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of consistency of judgements.

The **leadership of Foundation Stage** is effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.

Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance.

In our continued pursuit of excellence we recognize the following as areas of development: - To raise boys attainment in GLD