

## Outcomes for pupils are judged to be good

Standards	Attainment		
	2014	2015	2016 (Sch/N)
EYFS:	66%	67%	63/69
KS1: L2+ R - W - M	88 - 84 - 88	88 - 84 - 84	
KS1: L2b+ R - W - M	78 - 64 - 82	73 - 63 - 73	83/74 - 76/65 - 88/73 - Exp+
KS1 : L3+ R - W - M	34 - 22 - 28	35 - 27 - 31	27/24-29/13- 32/18- GD
KS2: L4+ R - W - M - GSP	85 - 90* - 79 - 77	89 - 92* - 100 - 90	71/66-94/74-78/70-90/72- Exp+
KS2: L5+ R - W - M - GSP	38-27* - 40-56	54 - 64* - 52 - 76	8/19-14/15-24/17-37/22 - GD
KS2: RWM 4+ / 4b+ / 5+	75 - 67 - 17	88 - 80 - 34	65/53
2017 KS2 + or - compared to National	R: 82% (+11%)	W: 92% (+16%)	RWM: 78% (+17%)
	GPS: 82% (+5%)	M: 88% (+13%)	
2017 KS1	R: 78%	W: 75	M: 80
2017 GLD & Yr1 Phonics	GLD: 67%	Yr1 Phonics: 95%	

**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%.

**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 -

Progress KS1 – KS2	2015 Exp -MTE		2016	2017
	National	School		
Reading	91 – 73	90 – 26	-1.24	1.3
Writing	94 – 36	98 – 69	1.78	4.7
Maths	90 – 34	100 - 40	1.22	3.4

GLD compared to expected in RWM KS1	2013	2014	2015
EYFSNI72/GLD	25%	66%	63%
	2015	2016	2017
KS1 2b+ RWM / Expected+ RWM	64%	46%	48%

KS1 : % of children making progress between EYFSP and KS1	2016		2017	
	Expt. Progress	More Than	Expt. Progress	More Than
EYFS V Reading	87	42	76	41
EYFS V Writing	77	37	78	31
EYFS v Maths (N)	87	39	76	27
EYFS v Maths (SSM)	89	46	78	27

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. **In our continued pursuit of excellence we recognize the following as areas of development:**

- To support groups within school (specifically HA & PP pupils) achieve progress in-line with national expectation.
- To raise the standard of reading across the school and increase the level of overall progress in Reading.
- To Increase % of boys achieving GLD in EYFS (emphasis on specific areas – reading and writing).

### Overall effectiveness is judged to be good

**Teaching is good overall** and results in pupil progress and outcomes are above that expected nationally for almost all significant groups.

Pupils enjoy a rich and varied curriculum including weekly French, Music and elocution lessons, themed enrichment weeks, spelling events and use of new technologies including ipads to enhance learning.

**A wide range of clubs** are offered after school. These have included: Gym, Art, DT, cooking, Karate, dance, and Football.

**Provision for SMSC** is excellent with pupils demonstrating a willingness to explore new ideas and experiences. Innovative curriculum design that allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the importance of not only being 'a good learner but also a good person'. **British Values** are embedded in the ethos and character of Herrick Primary School. **In our continued pursuit of excellence we recognize the following as areas of development:**

- Develop skills of teaching staff to observe peers – identify good/outstanding practice (Formulate and embed principles of HPS Teacher Handbook)
- 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.