



# Herrick Primary School Self Evaluation - August 2018

*Outcome from last Inspection October 2014, all aspects judged 'Good'.*

We were judged not to be 'outstanding' because:

- Pupils were not all confident in using their mathematical skills and solving problems.
- Teachers' marking did not always make clear what pupils needed to do to improve their work.
- The work set for pupils at the start of lessons was not always hard enough, particularly for the most able.

**Significant changes since the last inspection October 2014** - the most significant changes has been to the number of staff changes. The Leadership team – HT, 2 teaching assistant headteachers who oversee behaviour and L&T respectively. Phase leaders have also been appointed to oversee specific year groups. From the start of this academic year(2018); 2 NQTs, 1 MPS and 2 UPS teachers will join the Herrick team. Two class based teachers will have moved onto their second year after successfully completing their NQT year and a former TA will be completing their straight to teaching course. 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.

## Characteristics and context of the school

Characteristics	School	National	Context
Number on roll	435	279	Herrick is larger than the average primary school. The proportion of pupils eligible for pupil premium is lower than the national average and pupils from minority ethnic groups is well above that found nationally. The school also has nursery provision (am & pm).
Boys/Girls %	48/52	51/49	
Disadvantaged pupils FSMever6 %	16	24	
Pupils from ethnic minority groups %	98	32	
First language not English %	80	20	
Pupils supported at school support – SEN %	7	12	

## Trends over time



Our 2017 results compared to national figures

<b>Attainment measures</b>	All	Boys	Girls	Disadvantage	National
<i><b>EYFS</b></i>					
% with <b>GLD</b> at the end of EYFS	67%	50%	85%	40%	<b>71%</b>
<i><b>Phonics</b></i>					
% achieving the expected standard in <b>phonics</b> by the end of year 1	98%	97%	100%	100%	<b>81%</b>
% achieving the expected standard in <b>phonics</b> by the end of year 2	69%	80%	63%	67%	<b>91%</b>
<i><b>KS1</b></i>					
% achieving the expected standard or above in <b>reading</b>	78%	85%	71%	60%	<b>76%</b>
% achieving a high standard in <b>reading</b>	17%	30%	6%	0%	<b>25%</b>
% achieving the expected standard or above in <b>writing</b>	74%	81%	68%	60%	<b>68%</b>
% achieving a high standard in <b>writing</b>	26%	30%	23%	0%	<b>16%</b>
% achieving the expected standard or above in <b>mathematics</b>	79%	89%	71%	60%	<b>75%</b>
% achieving a high standard in <b>mathematics</b>	17%	26%	10%	0%	<b>21%</b>
<i><b>KS2</b></i>					
% achieving the expected standard or above in <b>reading</b>	83%	80%	86%	77%	<b>72%</b>
% achieving a high standard in <b>reading</b>	21%	25%	18%	23%	<b>25%</b>
<b>Reading</b> average scaled score	104.9	104.3	105.4	105.1	<b>104.1</b>
% achieving the expected standard or above in <b>writing</b>	94%	90%	96%	100%	<b>81%</b>
% achieving a high standard in <b>writing</b>	38%	35%	39%	38%	<b>18%</b>
% achieving the expected standard or above in <b>mathematics</b>	88%	90%	86%	77%	<b>75%</b>
% achieving a high standard in <b>mathematics</b>	40%	40%	39%	46%	<b>23%</b>
<b>Mathematics</b> average scaled score	107.4	107.4	107.4	106.7	<b>104.2</b>
% achieving the expected standards in <b>R,W,M</b> combined	79%	80%	79%	69%	<b>61%</b>
% achieving a high standard in <b>R,W,M</b> combined	17%	20%	14%	15%	<b>9%</b>
% achieving the expected standard or above in <b>EGPS</b>	83%	75%	89%	77%	<b>77%</b>
% achieving a high standard in <b>EGPS</b>	48%	40%	54%	54%	<b>31%</b>
<i><b>Progress measures</b></i>					
Progress scores for reading	1.34	1.34	1.35	0.23	<b>0</b>
Progress scores for writing	4.68	4.51	4.81	5.08	<b>0</b>
Progress scores for mathematics	3.42	3.73	3.19	2.12	<b>0</b>
<i><b>Attendance</b></i>					
% attendance	96.5	96.7	96.3	96.5	<b>96.0</b>
% persistent absence	8.6	6.0	11.0	10.5	<b>8.7</b>

Our 2018 results compared to national figures

<b>Attainment measures</b>	All	Boys	Girls	Disadvantage	National (2017)
<b>EYFS</b>					
% with <b>GLD</b> at the end of EYFS	68%				<b>71%</b>
<b>Phonics</b>					
% achieving the expected standard in <b>phonics</b> by the end of year 1	98%				<b>81%</b>
% achieving the expected standard in <b>phonics</b> by the end of year 2	83%				<b>91%</b>
<b>KS1</b>					
% achieving the expected standard or above in <b>reading</b>	71%				<b>76%</b>
% achieving a high standard in <b>reading</b>	37%				<b>25%</b>
% achieving the expected standard or above in <b>writing</b>	68%				<b>68%</b>
% achieving a high standard in <b>writing</b>	39%				<b>16%</b>
% achieving the expected standard or above in <b>mathematics</b>	71%				<b>75%</b>
% achieving a high standard in <b>mathematics</b>	37%				<b>21%</b>
<b>KS2 (provisional)</b>					
% achieving the expected standard or above in <b>reading</b>	75%	71%	78%	75%	<b>72%</b>
% achieving a high standard in <b>reading</b>	40%	43%	37%	42%	<b>25%</b>
<b>Reading</b> average scaled score	105.8	103.2	106.1	106.6	<b>104.1</b>
% achieving the expected standard or above in <b>writing</b>	96%	100%	93%	100%	<b>81%</b>
% achieving a high standard in <b>writing</b>	33%	33%	33%	25%	<b>18%</b>
% achieving the expected standard or above in <b>mathematics</b>	90%	90%	89%	92%	<b>75%</b>
% achieving a high standard in <b>mathematics</b>	42%	57%	30%	50%	<b>23%</b>
<b>Mathematics</b> average scaled score	106.9	107.8	106.3	108.1	<b>104.2</b>
% achieving the expected standards in <b>R,W,M combined</b>	71%	29%	42%	17%	<b>61%</b>
% achieving a high standard in <b>R,W,M combined</b>	21%	13%	19%	25%	<b>9%</b>
% achieving the expected standard or above in <b>EGPS</b>	84%				<b>77%</b>
% achieving a high standard in <b>EGPS</b>	43%				<b>31%</b>
<b>Progress measures</b>					
Progress scores for reading	2.1	2.1	2.2	3.7	<b>0</b>
Progress scores for writing	4.3	5.1	4.0	4.6	<b>0</b>
Progress scores for mathematics	3.3	4.5	2.3	5.0	<b>0</b>
<b>Attendance</b>					
% attendance	96.5				<b>96.0</b>
% persistent absence					<b>8.7</b>

Overall Effectiveness (Good)

We are committed - *to give each and everyone a chance*, and therefore ultimately *improving the quality of the educational provision* for all our children. Any attempt to raise standards in our School is focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching, learning and assessment– and as this is not as yet judged to be outstanding, we therefore view the overall effectiveness to be **good**. This academic year will also see a high percentage of teaching staff joining the Herrick team, nevertheless, we consider that our committed focus on developing ‘teaching’ through a dynamic curriculum supports many outstanding features. To enable us to continue to maintain and build on current success we have identified the following as our current priorities, as detailed in the School Development Plan -

<b>Aim</b> :To raise level of achievement above national averages with pupils making rapid progress across year groups and Key Stages.	
<b>Specific Actions (18-19)</b> 1.Continue to 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)	<b>Milestones/Indicators (18-19)</b> Results for progress for all children and groups is in the top 25% nationally <ul style="list-style-type: none"> <li>attainment for combined Reading, Writing and Maths to be above 85%</li> <li>all scaled scores to be above national</li> <li>90% children in Y1 pass the phonics test by the end of Y1</li> <li>Year groups and groups meet trajectory targets</li> <li>Narrow the gap for FSM and other underperforming groups and rest of cohort</li> <li>New assessment systems in place for all Foundation subjects</li> </ul>
<b>Aim</b> :The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.	
<b>Specific Actions (18-19)</b> 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 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 (embed principles of HPS Teacher Handbook)	<b>Milestones /Indicators (18-19)</b> <ul style="list-style-type: none"> <li>Achievement through assessment process reflects year group expectations or good progress (TA/NGET/Yarc)</li> <li>Level of teaching in-relation to foundation subjects deemed to be good to outstanding (evidence of deep learning)</li> <li>Governors conduct robust analysis of Pupil premium spend and impact (report to be produced)</li> <li>Clear understanding of focused triangulation and impact on appraisal</li> </ul>
<b>Aim</b> :To enable the quality of teaching to be judged good/outstanding by all pupils making rapid progress in their learning.	
<b>Specific Actions (18-19)</b> 1. To embed and secure the five non-negotiable (HPS teacher handbook) 2. To develop a reading structure that supports vocabulary and language 3. To ensure that children’s working books are used to communicate with all stakeholders and to inform planning and to support next steps.	<b>Milestones/Indicators (18-19)</b> <ul style="list-style-type: none"> <li>Implement a reading curriculum where key skills prevail</li> <li>All teachers to achieve between 6-10 points in their aspect review/s</li> <li>Working Books are used as the only tool to assess progress</li> </ul>
<b>Aim</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>Specific Actions (18-19)</b> 1. 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 2. To support children in understanding what constitutes a healthy life style so that they are motivated and able to lead one 3. (Promote pupil voice)Herrick Management Team - Responsibilities are given to children in and out of the classroom	<b>Milestones/Indicators (18-19)</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

<b>Outcomes for Pupils (Good)</b>	

The school judges that, the outcomes for pupils, in accordance with the Ofsted framework – is judged to be **Good**. Trends overtime reflect above national figures in all core subjects and continued improving progress scores, particularly in Writing and Mathematics which were well above national averages in 2017. In 2018 initial analysis reflects attainment to be above national at both 'expected' and the 'higher standard', again in both Writing and Mathematics. Progress in Reading increased in 2018 even though attainment was just below national. Embedding a range of key actions to support learning and teaching has strengthened the impact of the 'Herrick Journey' – current pupils attain year group expectations and progress is sustained to achieve high 'outcomes for all'.

#### **Attainment and Progress in relation to national standards –**

**EYFS:** On entry to EYFS children's skills are significantly well below when compared to age related expectations, particularly in Communication/Language and PSED. Analysis of 2017 outcomes reflected a widening gender gap; focus was placed on PSED overall, and in the specific aspects of Listening and Attention, Reading and Writing. Results in 2018 reflect a narrowing of the gender gap in the key area of literacy and progress again is outstanding. GLD results have been in-line demonstrating how provision has effectively supported progress and outcomes: 63%(2016), 67%(2017) and 68% (2018).

**KS1:** In 2016 the school was above national averages in all subjects at both 'expected standard' and 'greater depth' respectively. 2017 data reflected a fall in comparison to the previous year, but outcomes overall remained 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. Good progress in KS1 from the end of EYFS(Reading/Writing/Number) 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%. Outcomes for 2018: 71%(Reading), 68%(Writing), 71%(Mathematics), reflect an overall consistent level of attainment to the previous year with % of the 'higher standard' well above national, including RWM combined. (KS1 were moderated in the summer of 2018).

**Phonics:** 2016: 79% (Nat.81%), 2017: 95% and 2018: 98%. A significant increase of 16% in 2017 and this year's outcomes again reflects a consistent high level of achievement.– 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.

**KS2:** Attainment has continued to sustain a strong performance, consistently above national. In 2016 % for all core subjects at 'expected' were above national averages respectively and the % of learners achieving expected standards in RWM has continually been above national average: 2016 (65%), 2017 (78%) and 2018 (70% to be reviewed). Initial analysis for 2018 reflects a consistent level of attainment, however Reading remains an area of development and the outcome had an impact on the % achieving RWM combined. Nevertheless, predicted outcomes for 2018(Ex/GD): Reading 71%/37%; Writing 94%/34%; Mathematics 88%/39% and RWM combined 67%/22%, remain in line with national averages at both 'expected' and the 'higher standard'. Pupils make good and sustained progress throughout all year groups and on completion of the 'Herrick Journey' performing significantly above at the end of KS2. Reading has been identified as an area of development, however data indicates a steady raise. 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. Progress levels for 2017 improved in all areas, Reading 1.3; Writing 4.7 and Maths 3.4. placing the school amongst the top achieving schools. Predicted levels for 2018: Reading 1.8:

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

- Develop skills of teaching staff (particular for all new staff)– embed deep learning and embed principles of HPS Teacher Handbook
- In line with revised curriculum map explore and develop new assessment systems across the school as well as developing clarity between reporting externally, to parents and assessing for learning

**Attainment refers to current data and progress is based on prior attainment**

**Reception:**  
**Current Yr1**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	N	S/M
Rec (2017-18)	58	32/26	3	5	95.4	79	69	76	78

Actions were taken to narrow the gender gap. Two pupils have significant physical impairment; both with an EHCP. Arrival of new children in Spring. We continued to address language limitations amongst boys – reviewed setting and began a new approach on how children access resources and navigate the environment. **Attainment: Good/ Progress: Outstanding**

**Year 1:**  
**Current Yr2**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	M	RWM
1 (2017-18)	42	23/19	6	5	96.0	95	90	88	83

Two NOTs taught in year 1. Transition from EYFS impacts on level of progress as free flow and continuous provision limited, adapted new approach–Clever Classrooms(Salford University). Girls above boys in all core subjects, PP children in-line with non-PP and SEN children remain a priority. Mathematics was below at beginning of year – refined support to achieve expectations. Phonics teaching is strength through rigorous monitoring and targeted support. **Attainment: Outstanding/ Progress: Outstanding (to be reviewed)**

**Year 2:**  
**Current Yr3**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	M	RWM
2 (2017-18)	59	32/27	8	4	96.7	71	68	71	61

Two experienced teachers new to Year 2. Appointed new phase leader, responsible for KS1. Boys above or in-line with girls. Girls writing below at expected. GDS a strength for all groups in Writing and Mathematics. PP children in-line with non-PP and SEN children remain a priority. Non-PP below expectation in Reading. Progress from EYFS is outstanding for ‘emerging’ at both EXS+ and GDS, and for ‘expected’ achieving GDS in all core subjects respectively. **Attainment: Good/ Progress: Good**

**Year 3:**  
**Current Yr4**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	M	RWM
3 (2017-18)	60	29/31	5	6	96.5	81	78	80	76

‘All pupils’ meeting expectations in core subjects, particularly above at GDS – Reading is a strength. PP below and a concern in-relation to Writing and Mathematics at both EXS+ and GDS. Progress of ‘low’ a concern in all subjects, ‘middle’ also need further support to raise levels at GDS across the curriculum. **Attainment: Good/ Progress: Good**

**Year 4:**  
**Current Yr5**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	M	RWM
4 (2017-18)	60	27/33	10	3	97.2	78	72	78	67

Strong cohort – attainment in all areas outstanding except for Writing. Boys significantly above girls at GDS in both Reading and Mathematics. PP need further support in Writing overall and Reading at GDS. Writing must be targeted for all groups. Progress of ‘middle’ is a concern and a clear focus on raising levels in all subjects particularly at GDS. **Attainment: Outstanding/ Progress: Good**

**Year 5:**  
**Current Yr6**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	M	RWM
5 (2017-18)	59	27/32	15	9	96.7	86	81	86	76

Overall attainment in-line with expectations except for Writing, particularly at EXS+ ; all groups below. Boys significantly above girls in Maths both at EXS+ and GDS. PP above non-PP in all core subjects at EXS+. SEN children need further support in all areas of the curriculum. High number of ‘low’ in comparison to other cohorts, progress good except for Writing. ‘Middle’ and ‘high’ progress for Reading is outstanding at GDS. **Attainment: Good/ Progress: Good**

**Year 6:**  
**Left in 2018**

Year Group	Cohort size	Boys/Girls	PP	SEN	Attendance	R	W	M	RWM
6 (2017-18)	53	27/26	14	8	97.7	71	94	88	67

All attainment groups in line with expectations, middle maths above and low above in all core subjects. PP children also in line with non-PP and SEN attainment good. No significant gender gap. **Attainment: Good/ Progress: Good to Outstanding**

### Groups within school

The gap between disadvantaged and non-disadvantaged has narrowed in all three subject areas and above national non-disadvantaged in-relation to progress. EAL groups have generally performed well overtime in both attainment and progress – however sub-groups who have not performed as successfully as previous years include; any other Asian Background and Indian – this has become a concern. Low and Middle prior attainment do well but High achieving pupils need to be provided with level of challenge that will support them make the expected progress and attainment – particularly in Reading. SEN groups in current Yr6 and Y2 will need focused support to ensure targets are met.

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

- To support groups within school (continue to target 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)

### The quality of teaching, learning & assessment (Good)

The school evaluates the quality of teaching currently to be **good**. Every teacher's appraisal target for teaching and learning is linked to the 5 non-negotiables which are the core aspects of all Herrick lessons. Expectations have been made explicit and this has enabled teachers to plan effectively and self-assess when videoing their sessions and writing reflective narratives.

**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).

**CPD** - In addition to coaching, staff meetings focus on professional development in identified areas. New approaches to Reading, Scrutiny of books, Writing Moderation, Maths workshop & a Science Workshop is delivered in term 1 by subject leaders. Teachers in KS2 have also participated in external Maths Hub training days and Reading Courses. Moderating with a cluster of schools further develops teachers' understanding of ARE. Scrutiny of books reveals strategies from Reading workshops have been used to enhance learning. Phase Walks, 5 Aspect Reviews and Maths feedback show that Maths is one of the school's strongest subjects.

Rigorous systems for **assessment** and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Our assessment overviews indicate; process, purpose, planning, predictions and how it is to be communicated to both pupils and parents. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils.

**In Phase 3(KS2)**, in light of the mastery approach we no longer set children. **Year 6** has been identified as a specific cohort with a high SEN %. Strong members of the TA team have been deployed to support this year group (normally no TAs allocated to KS2).

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

As a result of continuous provision of internal and external CPD, the teaching and learning of core subjects has been embedded and is strength across the school. The Curriculum overview is reviewed and updated for the beginning of each academic year with a specific learning attitude to be developed in each topic.

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

### The effectiveness of leadership and management (Outstanding)

- 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

**Vision and expectations:** Our ethos promotes all involved with Herrick to be provided with an opportunity to excel academically as well as personal and social attributes. All staff and children incorporate the 'Herrick Character' and 'Herrick Learning Attitudes' in all aspects of the school day to encourage children to become 21<sup>st</sup> century citizens.

**Curriculum:** A broad and balanced curriculum is taught across the school, where teachers are encouraged and supported to take risks and use innovative ideas in ways that promote deep levels of learning among all groups of children, thus promoting learning attitudes and character. Professional development is supported by leaders through a coaching programme which encourage, challenge and support teachers' improve their practice. Teachers have the opportunity to have a discussion about their progress with leaders to reflect and agree on areas they need to develop in order to improve practice in relation to the review of the 5 non-negotiables. They are also given regular opportunities to respond to feedback.

**British Values and SMSC:** At Herrick staff promote British Values as part of all aspects of the school day, but in particular staff discuss the importance and relevance of these through Friday morning tasks across the whole school, this is building on the assembly that is lead during the week by the head teacher. A PowerPoint presentation is shared with the children which embeds one of the four core British values every week. Pupils' spiritual, moral, social and cultural values are addressed throughout the day and recorded on SMSC grid.

**Parental engagement:** Herrick's website prides itself on providing regular, up to date information about up and coming schools events, i.e. trips, assemblies and celebrating children i.e. phone home Friday. A Herrick Newsletter is sent home every half term to also inform parents of these events. Curriculum flyers are also given to every parent/ carer at the beginning of every term to inform them of the topics that will be covered in their child's year group. Parent workshops have been carried out through the year to ensure parents are clear about the expectations for reading and maths and ways they can support their child at home. During parents' evenings, parents are provided with an opportunity share their views by completing a questionnaire in order to keep the school improving by focussing on the impact of leadership and management actions.

**Governance:** The governing body carries out its statutory responsibilities and ensures that pupils and staff are safe and achieve well. They know the strengths and weaknesses of the school well, and support and challenge Senior Leaders. The lead governors regularly visit the school. Governors manage the budget well and SFVS is in place. They do not take explanations at face value, and quickly demand explanations if anything lacks clarity, both financially and in terms of outcomes and provision. They are increasingly involved in self-evaluation and are keen to maintain standards. The Leads for each 'development group' along with appointed senior leaders enable a focussed and strategic outlook. Governing Body minutes demonstrate that Governors are well informed of the quality of teaching, the use of performance management and the school performance.

**Pupil Premium:** The Pupil Premium grant has provided opportunities for children to experience curricular and extra-curricular experiences that have been provided to make them better learners and better individuals. Being able to provide extra provision within a curriculum setting and aid the individuals that are from a disadvantaged background, has allowed the attainment gap to be narrowed and be in line with children from non-disadvantaged backgrounds. In order to maintain the level of attainment and progression of disadvantaged children in reading, the implementation of a Reading Champion ensures that it is a priority in their weekly education in and away from school. With reading being a whole-school-priority, disadvantaged children have been provided with reading resources during holiday times, thus to ensure that reading stays a prevalent part of their habitual life.

**Sports Premium:** With the increase in the School Sports Premium, Herrick have invested heavily in the purchasing of new equipment, providing level two sporting competitions, theme days, inter-class competitions, providing opportunities for individuals to partake in extra-curricular activities as well as support individuals with outdoor and adventurous camps and residential. Evaluating the effectiveness of spending is incredibly important and there has been an increase in participation, awareness, and ability with regards to physical activity and sport. There has been an investment in bicycles in Key Stage Two, which has provided the children the opportunity to children that were unable to ride, gain a new life skill. As well as this, there has been a change in structure and delivery of the swimming provision at school: school are now in complete control over what is planned and delivered to our children at the swimming baths, which has proved to be a worthwhile investment of the income.

**Safeguarding:** The designated safeguarding lead (DSL) has taken charge on all matters, which allows clarity and consistency. Thus no child has the potential to 'slip through the net' when professionals are communicating with one another. All staff are introduced to a new scenario in relation to all forms of safeguarding every Friday morning, in order to identify when a pupil may be at risk. Pupils' have a 'being me, being safe, being happy' box in each key stage which they use to share their thoughts and feelings. The designated safeguarding lead reads these regularly and takes the relevant actions based on what is written.

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 leaders to support effective curriculum opportunities in-relation to Foundation subjects.

### Personal development, behaviour & welfare of pupils (Outstanding)

**Pupils' behaviour** and the extent to which pupils feel safe at Herrick is outstanding. They demonstrate thoughtful behaviour which creates a positive school ethos

**Pupils are 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, school councillors 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 and significant time and effort has been placed on providing relevant information on both our school website and weekly newsletter.

**A number of healthy living and growing projects** ensure pupils understand how to stay healthy, including morning walks, cycle events and health clubs.

**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).

**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.

**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: 96.3.

#### 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 Provision (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 outstanding 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 recognise the following as areas of development:

- To raise boys attainment in GLD
- To Increase % of boys achieving GLD in EYFS (emphasis on specific areas – reading and writing)